



**Government of Tamilnadu**

# **ENGLISH**

**IX - STANDARD**

**Untouchability  
Inhuman- Crime**

**Department of School Education**

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(NOT FOR SALE)**

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## தேசிய கீதம்

ஐன கண மன அதிநாயக ஐய ஹே  
பாரத பாக்ய விதாதா  
பஞ்சப ஸிந்து குஜராத மராட்டா  
திராவிட உத்கல பங்கா  
விந்திய ஹிமாசல யமுனா கங்கா  
உச்சல ஜலதி தரங்கா  
தவ சுப நாமே ஜாகே  
தவ சுப ஆசிஸ மாகே  
காஹே தவ ஜய காதா  
ஐன கண மங்கள தாயக ஐய ஹே  
பாரத பாக்ய விதாதா  
ஐய ஹே ஐய ஹே ஐய ஹே  
ஐய ஐய ஐய ஐய ஹே!

— மகாகவி இரவீந்திரநாத தாகூர்.

## THE NATIONAL ANTHEM

Jana-gana-mana-adhinayaka jaya he  
Bharata-bhagya-vidhata.  
Punjaba-Sindhu-Gujarata-Maratha-  
Dravida-Utkala-Banga  
Vindhya-Himachala-Yamuna-Ganga  
Uchchhala-jaladhi-taranga  
Tava subha name jage,  
Tava Subha asisa mage,  
Gahe tava jaya-gatha.  
Jana-gana-mangala-dayaka jaya he  
Bharata-bhagya-vidhata  
Jaya he, jaya he, jaya he,  
Jaya jaya, jaya, jaya he.

- Rabindranath Tagore.

### SHORT VERSION

Jana-gana-mana-adhinayaka jaya he  
Bharata-bhagya-vidhata.  
Jaya he, jaya he, jaya he  
Jaya jaya, jaya, jaya he.

### AUTHENTIC ENGLISH TRANSLATION OF THE NATIONAL ANTHEM

Thou art the ruler of the minds of all people,  
Thou dispenser of India's destiny.  
Thy name rouses the hearts of the Punjab, Sind,  
Gujarat and Maratha, of Dravid, Orissa and Bengal.  
It echoes in the hills of the Vindhya and Himalayas,  
mingles in the music of the Yamuna and Ganges  
and is chanted by the waves of the India Sea.  
They pray for Thy blessings and sing Thy praise  
The saving of all people waits in Thy hand,  
Thou dispenser of India's destiny.  
Victory, Victory, Victory to Thee.

## தமிழ்த்தாய் வாழ்த்து

நீரூருங் கடலுடுத்த நிலமடந்தைக் கெழிலொழுகும்  
சீராரும் வதனமெனத் திகழ்பரதக் கண்டமிதில்  
தெக்கணமும் அதிற்சிறந்த திராவிடநல் திருநாடும்  
தக்கசிறு பிறைநுதலும் தரித்தநறுந் திலகமுமே  
அத்திலக வாசனைபோல் அனைத்துலகும் இன்பமுற  
எத்திசையும் புகழ்மணக்க இருந்தபெருந் தமிழணங்கே!  
தமிழணங்கே!

உன் சீரிளமைத் திறம் வியந்து  
செயல்மறந்து வாழ்த்துதுமே! வாழ்த்துதுமே! வாழ்த்துதுமே!

– 'மனோன்மனியம்' பெ.சுந்தரனார்.

## INVOCATION TO GODDESS TAMIL

Bharat is like the face beauteous of Earth clad in wavy seas;

Deccan is her brow crescent-like on which the fragrant 'Tilak' is the  
blessed Dravidian land.

Like the fragrance of that 'Tilak' plunging the world in joy supreme reigns  
Goddess Tamil with renown spread far and wide.

Praise unto 'You, Goddess Tamil, whose majestic youthfulness, inspires  
awe and ecstasy.'

## THE NATIONAL INTEGRATION PLEDGE

"I solemnly pledge to work with dedication to preserve and strengthen the freedom and  
integrity of the nation."

"I further affirm that I shall never resort to violence and that all differences and disputes  
relating to religion, language, region or other political or economic grievances should be  
settled by peaceful and constitutional means."

## A STUDENT'S VOW BEFORE MOTHER INDIA

Name :

Class :

School :

I shall overcome the obstacles raised by caste and communal prejudices and work  
for the greatness of my Motherland putting to the fullest use the benefits that I derive through  
education.

Vande mataram!



# CONTENTS

Unit	Title	Page No.
1.	Buds to Blossoms [Prose]	1
	* Laugh and be Merry [Poem]	12
	A Man Who Had no Eyes [Supplementary]	14
2.	Gaia Tells her Tale [Prose]	17
	Earth [Poem]	27
	Amrita Devi – The Guardian Angel of Woods [Supplementary]	29
3.	The Will to Win [Prose]	32
	Don't Quit [Poem]	43
	A Race in the Space [Supplementary]	44
4.	The One Minute Apology [Prose]	47
	* The Apology [Poem]	60
	The Tears of the Desert [Supplementary]	61
5.	The Marvellous Machine [Prose]	63
	Be Glad your Nose is on your Face [Poem]	75
	Visit to the Dentist [Supplementary]	77
6.	Miriam's Letter [Prose]	81
	* A Sonnet for my Incomparable Mother [Poem]	97
	The Stroke of Genius [Supplementary]	98
7.	When Catastrophe Strikes [Prose]	100
	The Flying Wonder [Poem]	112
	The Thief [Supplementary]	114
	* Memoriter Poems	

## NOTE TO THE TEACHER

The English textbook for Standard IX has been prepared following the guidelines given by National Curriculum Framework, 2005. The seven units of the book aim at acquainting the learners with different genres of literature such as story, autobiography, science fiction and humour. The different types of poems are selected to inspire the learners to explore the language and cherish the joy of learning.

The grammar and language activities are chosen to help the learners to communicate with confidence and accuracy. An attempt has been made to enrich Vocabulary through a variety of activities on synonyms, antonyms, matching words to meanings, word building (prefixes, suffixes, phrasal verbs), British/American English, idioms, phrases and abbreviations. Attention has been drawn to grammar in context. A close reading of the prose texts will facilitate the understanding of prepositions of time and space, sentence patterns, the use of tenses, gerunds and infinitives, active and passive voice, modals, question tags, reported speech, conditional clause, transformation of sentences and relative pronouns.

The learner friendly language study under the prose lesson of each unit focuses on the integration of four skills namely Listening, Speaking, Reading and Writing. Activity packed language tasks include role play, pair and group work, writing advertisements, making posters, preparing announcements and translating words used in everyday life.

The task 'Warming - up' given at the beginning of each unit is designed to facilitate the learner develop the skill of guessing and predicting what is coming next. The learner should be encouraged to actively participate in this task.

### UNIT-I

The learners are on the threshold of adolescence. An attempt has been made in this unit to motivate the learners to set goals, develop certain qualities and positively condition the mind to achieve the same. It is suggested that the teacher narrates more stories for grooming the personality of students. The learners may be encouraged to read the biographies of great achievers and listen to the inspirational speeches and motivational talks of living legends. The poem and the supplementary chapter are thematically related. In the supplementary story, Mr. Parsons and Markwardt portray a vivid contrast. One man has decided to make the best of his handicap whereas the other has become bitter, pitying himself because of his handicap. Each has made his choice. This story brings out two types of human mentalities: that of the victim and the victor.

## **UNIT -II**

Our future and well-being is closely linked with the well-being of the Planet Earth. Eco-degradation and its impact on all facets of life is heading towards alarming levels. The planet earth is a vibrant living entity. To add a personal touch and emotional facet, the prose piece is written in the form of an autobiography of Mother Earth. The learners should be made aware of the levels of carbon foot-prints every time they buy or consume some product. The poem by Khalil Gibran is chosen to highlight the great benevolence the Earth showers on human beings. Learners should be taught to appreciate the marvels and the magic of Mother Earth. The supplementary lesson is about a tribal community. The members of tribe went to the extent of sacrificing their lives to save trees, much before the modern world realised the importance of trees in the Eco-system.

## **UNIT -III**

This unit focusses on the empowerment of women. 'The Will to Win' highlights how Anita, a humble village girl, not only empowered herself by procuring honey through bee-keeping but also helped the women in her village to raise their standard of living. The poem deals with 'never give in' attitude in life and the need to face the challenges with courage and determination. The supplementary lesson enlightens the grit and determination of Sunita Williams who became a successful astronaut.

## **UNIT -IV**

This unit deals with the human values and self - esteem. Here is an opportunity for the learners to understand and empathise with the feelings of fellow human beings. In the poem "The Apology" the poet seeks apology from the people working hard in the fields. The activity given under the supplementary lesson will sharpen the learners' skill of mind mapping and summarising the story. It will encourage them to read more stories.

## **UNIT -V**

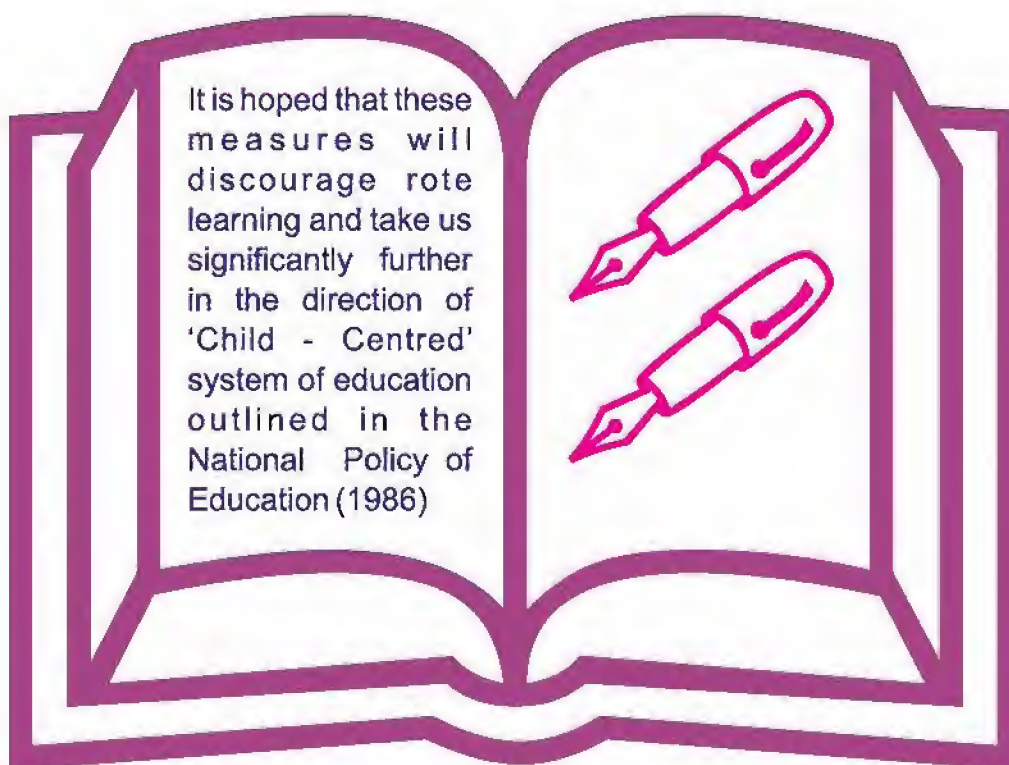
This unit deals with health and hygiene. An attempt has been made to unravel the mysteries of certain functions of our body. The unit also opens the learners' mind to some superstitious beliefs that have been there for ages. Linked closely to a person's features is his nose. A humorous poem written by Jack Prelutsky tells us about the position of the nose on the face. The supplementary lesson is a humorous narration of what happens in a dental clinic. Special effort has been made to bring awareness among learners on organ donation through some of the skills.

## UNIT - VI

This unit throws light on man's family bondage and his relationship with the society. Relationships are like seeds. They have to be nurtured and developed. The story "Miriam's Letter" portrays the love of a father to his daughter. He spends the rest of his life longing to hear from her. The poem "A Sonnet For My Incomparable Mother" depicts the admiration of a daughter for her mother. The supplementary lesson "A Stroke of a Genius" is an imaginary story that tells us about the master plan of Birbal.

## UNIT - VII

This unit deals with the real life adventure that took place in an aeroplane. The presence of mind, courage and the conviction exhibited by the lead character would inspire the young minds and teach them to face any situation in their life. The poem highlights the adventurous spirit of the Wright brothers and 'to live and never say die' attitude of the siblings. The supplementary lesson is a science fiction with an element of surprise at the end. It kindles the creative competence of the young minds.





## Buds to Blossoms

'A flower is the promise of a fruit'

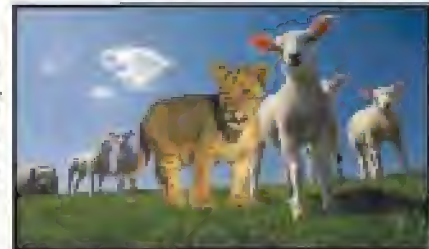


### Warming up

Everyone is created to be somebody in this world. Those who realise this, accomplish their mission and touch the lives of their fellow beings. They bring about a wholesome transformation not only in their own lives but also in society. It is indeed a fulfilling experience to witness this change. You may have noticed a bud blooming into a blossom. A bud is small and delicate. It needs to be nourished and nurtured. When it blossoms, it creates joy and spreads its fragrance. You, the gifted buds of today, will soon blossom and fill this world with the fragrance of your love, kindness and happiness. Do you have the burning desire to achieve something big? What can possibly stand in the way of such passion? Success is just a few steps ahead and is there very much for the taking.

Long ago, there lived in a forest a pride of lions with several cubs. One of the cubs was always curious to know about things. One day he saw a butterfly and started chasing it. The little cub ran and ran but was unable to catch the butterfly. By then he had become too tired to run. He also realised that he had lost his way. Before he knew anything, he fell asleep.

When the lion cub woke up, he found himself in strange company. He was surrounded by a flock of sheep and then there were several lambs too for him to play with. He seemed to like the new company and soon was accepted by the sheep.



As days went by, the lion cub grew bigger. But as he grew in the midst of sheep, he developed all the qualities of the sheep. His roar too was like a bleat. He was ignorant that he could roar so mightily that sheep would **shudder**. He **crouched** with other sheep, seeking cover when a wild animal chased the flock or passed by. He looked far from being the king of jungle. He didn't even realise that he was a lion.

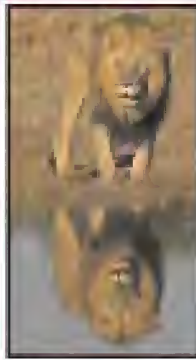
One day an old lion happened to pass by the place where this young lion stayed. As was natural, the old lion roared seeing another lion. But he did not respond with a roar. The old lion was astonished. He roared again and again but there was no response from the young one. The old lion looked around and when he saw the sheep, he soon understood the reason for the cub's strange behaviour.

1. How did the lion cub join the sheep?
2. Why did the older lion take the younger one to the pool?
3. How did the young lion react on seeing his image in the water?

### Glossary

shudder: shiver  
crouch: lower the body close to the chest





The old lion wanted the young one to realise his true nature. So he took him to a nearby pool and made him look at his own reflection in the water. A **conditioned** mind finds it difficult to believe its original nature, even when it meets the reality eye to eye. The little lion too was not different. As he saw his image in the water he asked the old lion, "Is it me?" "Yes" replied the old lion and said, "It is none other than you." The old lion continued and said, "Now roar like me. You'll be a true lion." So saying the old lion roared and roared again. Gradually the young lion repeated the roar and after several attempts he gave such a **ferocious** roar that his sheep friends panicked and ran away. When he roared like a true lion, his lion instincts returned to him. He leaped about in joy upon realising his true nature. The young lion, accompanied by the older one, walked away majestically like the king of the jungle.

Aren't some of you too like this young lion cub? It is quite reasonable to suppose that young as you are, you may be unaware of your real talent and potential. Like this young cub, some of you may have set your own limitations by a faulty conditioning of mind with convictions such as:

- ⇒ I am good for nothing.
- ⇒ I am not cut out for this.
- ⇒ This is impossible for me.
- ⇒ Luck doesn't favour me.

Isn't it time to break free from these self - imposed limitations? In fact, you are pretty buds on the verge of blossoming into flowers. Remember that hidden in a seed is the infinite potential of a mighty tree.



Spread your wings to discover new horizons in the promising journey of your life. While doing so, do not get disheartened by the **impediments** and challenges you may come across. They are there for a purpose. They transform you from ordinary to extraordinary beings. It is the rough sea that makes a skilled sailor. A ship may be safe in the harbour but that is not what a ship is built for. If the charcoal had thought that it was ugly and good for nothing, it would not have turned into a sparkling diamond. Similarly, if a person like Helen Keller had thought that it was impossible for her to read and write, she could not have championed the cause of the visually challenged. Had Arjun Bajpai thought that he was too young to trek, he would not have been successful in scaling the Mount Everest at the tender age of 16. These examples **irrefutably** prove that anyone can aim high and achieve success against all odds.

1. What did Helen Keller and Arjun Bajpai accomplish ?
2. How should you face the impediments ?

#### Glossary

**conditioned** : habituated  
**ferocious** : fierce, wild  
**impediments** : obstacles  
**irrefutably** : convincingly



Each one of you has an indispensable role to play in this world. Without you, this world will be short of one person and his/her contribution. Having set your goal high, visualise marching towards it each day of your life. Develop a passion for your goal. Have faith in yourself like the little girl in the following story.

Once, a village was **afflicted** by drought. The king summoned his subjects for a mass prayer to invoke the **blessings** of the rain God. People assembled in large numbers with flowers, incense sticks and lamps. One little girl alone brought an umbrella. "Why did you bring this?" an old man asked. The little one said, "When we all unite in prayer, it is going to rain like as never before. I have brought this umbrella to get back home without getting wet!" No wonder, there was a **torrential downpour** that day. This is a simple story that reveals the power of strong faith. So commence your work with faith and proceed with hard work and optimism.



A man was once told of a pot filled with gold at the foot hills of the mountains. He collected his tools, went to the place indicated and began digging for gold. He kept digging at it for a week. But then a little suspicion started nagging him. He wondered whether he would really find gold or if he was on a fool's errand. On the eighth day he gave up digging. The very next day a stranger passing that way stopped and questioned the presence of a big pit there. He was told that somebody had been digging there for gold. The stranger thought to himself, "Why not give it a try? The work is already half done anyway." He dug with great faith and after the passage of a couple of days, he found gold. The first man who had tried earlier said with great regret, "Had I but dug for two more days, I would have secured that pot of gold." Many of us give up just before reaching the goal. Thomas Edison says, "Many of life's failures are experienced by people who did not realise how close they were to success when they gave up." Remember '**perseverance** pays.' All your hard work and positive energy will create a **ripple** of change across the world.

A farmer used to fetch water home in two buckets. One bucket had a small hole in it. Therefore every day, the farmer reached home with one bucket full and the other half full. The bucket with a hole was pained at being unable to fulfill its purpose as efficiently as the other.

1. Why are you indispensable to the world?
2. Why did the girl bring an umbrella?
3. What made the man get suspicious?
4. Why was the bucket with a hole unhappy?

#### Glossary

**afflicted** : troubled  
**torrential downpour** : heavy rain  
**perseverance** : continue with determination  
**ripple** : wave



But the other bucket said, "Look at the path over which you have travelled home every day. You have transformed a graveled road into a beautiful trail of green grass and colourful flowers." This story demonstrates the importance of seeing the things and people around you in a positive way.

Everyone wakes up with 24 hours of time at his/her disposal. How wisely the person spends time everyday determines the success that he/she will achieve in life. So tune yourself to the proper frequency of time to realise your goal. Time is precious. Thinking of the past or worrying about the future will not let you focus hundred percent on your present. The present moment is a blessing that has been bestowed upon you and you must make the most of it. Do not put off till tomorrow what you can do today. Each moment is special like you.

**Endowed** as you are with a unique personality, no one else is capable of being you. Isn't it wonderful to know that nowhere in the world can you find anyone else who looks the same as you? Take pride in the uniqueness of your nature as well. Is there anything under the sun that you cannot achieve, with your individual talent, integrity of thought, word and action, and humility?

Be grateful for your uniqueness and the qualities of head and heart. When you are thankful for all that you receive and count your blessings, you will receive much more blessings.

The great attributes of achievers such as A.P.J. Abdul Kalam, Mother Teresa, and A.R. Rahman are all part of you. In you lies hidden, the talent of a Saina Nehwal or Vishwanathan Anand. The charisma of Bill Gates may lie dormant in you. Understand your true nature, nourish and nurture the good in you. You do the greatest of favours to yourself, by being instrumental in making this world a better place. It's time to get to work, make your mark and leave behind your footprints on the sands of time. Dream big and pursue those dreams fearlessly. The day it pays off will be worth a million lives.



**Answer each of the following in a paragraph not exceeding 100 words.**

1. What message do you get from the story of the young lion?
2. Are you conditioned by your circumstances? Justify your response.
3. List out the steps that you should follow to reach your goal.

1. How are you unique?
2. The present moment is a gift - explain.
3. How can you make this world a better place to live in?

#### **Glossary**

**endowed** : blessed  
**attributes** : qualities  
**charisma** : power to inspire  
**dormant** : hidden

## Vocabulary

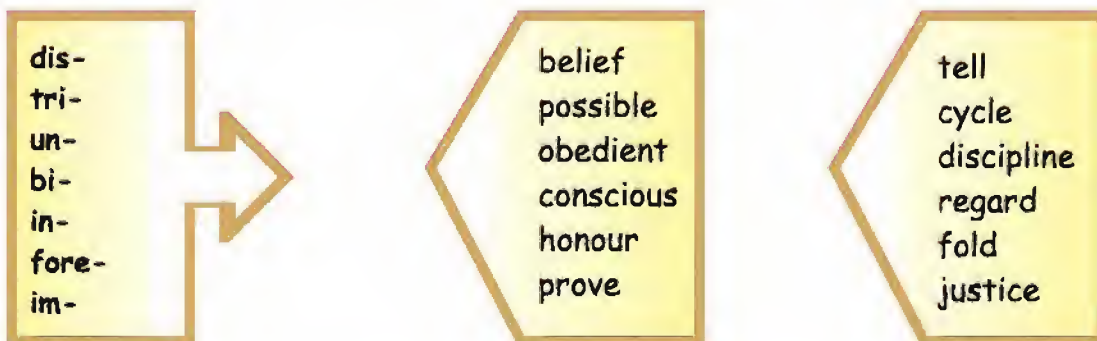
### I. Choose the most appropriate synonyms of the italicised words from the four alternatives given with each sentence.

1. Do not get **disheartened** by the challenges along the way.  
a. dissatisfied      b. excited      c. discouraged      d. upset
2. Some of you may have set your own **convictions**.  
a. beliefs      b. ideas      c. priorities      d. objectives
3. The king **summoned** his subjects for mass prayer.  
a. dictated      b. ordered      c. gathered      d. called
4. A little suspicion started **nagging** him.  
a. distressing      b. pleasing      c. stopping      d. warning
5. Everyone has an **indispensable** role to play in this world.  
a. short      b. essential      c. major      d. clear

### 2. Choose the most appropriate antonyms of the italicised words from the four alternatives given with each sentence.

1. Always **commence** your work with faith.  
a. conclude      b. continue      c. complete      d. start
2. All the sheep **panicked** and ran away.  
a. cried      b. calmed      c. scattered      d. threatened
3. Take **pride** in your individual nature.  
a. joy      b. honour      c. humility      d. pity
4. A village was affected by **drought**.  
a. summer      b. winter      c. floods      d. famine
5. Remember that you are **unique**.  
a. special      b. simple      c. different      d. common

### 3. a) Use the prefixes with the base words given below to form new words and use them in sentences. [Prefixes are a letter or letters we add to the beginning of a word to make a new one. The new words are not always antonyms.]





b) Use the suffixes with the words given below to form new words and use them in sentences. [Suffixes are a letter or letters, we add to the end of a word to make a new one.]

ferocious  
potential  
success  
astonish  
reason  
reflect

real  
punctual  
human  
personal  
visual  
great

-ly  
-ful  
-ment  
-ion  
-ous  
-ise  
-ity  
-ness  
-able

#### 4. Similar Sounding Words

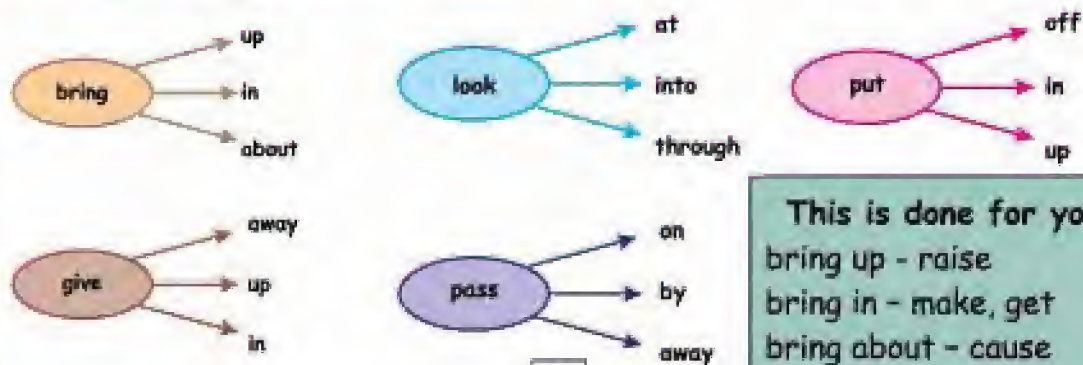
Fill in the blanks with the suitable word choosing from the pairs given in brackets.

1. The driver applied the hand \_\_\_\_\_ to stop the car. (break, brake)
2. The hungry lion went in search of its \_\_\_\_\_. (pray, prey)
3. The \_\_\_\_\_ is pleasant today. (whether, weather)
4. Sundar ate the \_\_\_\_\_ cake yesterday. (hole, whole)
5. My uncle \_\_\_\_\_ a strange sound last night. (herd, heard)

#### 5. Phrasal verbs

A verb followed by an adverb or a preposition (also called a particle) becomes phrasal verb. The particle and the verb together (the phrasal verb) have a meaning that is different from the meaning of the verb when it stands alone. Example: 'put' means 'to place'. But add 'off' to 'put' and what do you get? You get the phrasal verb 'put off' which means 'to postpone'. You must have a good knowledge of phrasal verbs to understand most of the writing you come across in English.

Look up a dictionary to find out the meanings for the following phrasal verbs and use them in sentences.



This is done for you  
bring up - raise  
bring in - make, get  
bring about - cause



The children must be **brought up** with love and care.  
 South west monsoons will **bring in** lot of rains.  
 We are trying to **bring about** a change in our education system.

**Now find out other phrasal verbs from the lesson and use them in sentences of your own.**

## 6. Singular-plural

(a) You have learnt how a noun takes an 's' / 'es' for its plural form. But what about some unusual words and hyphenated nouns?

Singular	Plural
son-in-law	sons-in-law
commander-in-chief	commanders-in-chief
man-of-war	men-of-war
passer-by	passers-by
Inspector – General	Inspectors – General

(b) Certain words brought into English from other languages have different plural forms.

Singular	Plural
nucleus	nuclei
bacillus	bacilli
crisis	crises
datum	data
radius	radii

c) There are some words that remain the same in both singular and plural form. Here are some of these words.

sheep, scenery, stationery, luggage, deer, swine, information, news.

d) Give the plural forms of the following words.

axis, analysis, thesis, basis, fungus, index, vertex, medium, phenomenon, formula

## Reading skill



### Skimming and Scanning:

We **skim** a passage for general information. When we read the headlines of a newspaper to know general information, we are skimming.

We **scan** a passage for specific information. For example, we scan the school notice board for the specific dates of our examination.

**Skim through the following passage and answer the questions that follow.**

An elderly carpenter was about to retire. He told his employer-contractor of his plans to leave the house-building business to live a more leisurely life with his wife and enjoy his extended family. He would miss the wages each week, but he wanted to retire. However, the family was able to get by. The contractor was sorry to see his good worker go and asked if he could build just one more house as a personal favour. The carpenter said, "Yes", but over a period of time it was easy to see that the carpenter's heart was not in his work. This resulted in producing a work of inferior quality. It was an unfortunate way to end a dedicated career.

When the carpenter finished his work, his employer came to inspect the house. Then he handed the front-door key to the carpenter and said, "This is your house, my gift to you". The carpenter was shocked! What a shame! If he had known he was building his own house, he would have done it all so differently. So it is with us. We build our lives, a day at a time, often putting less than our best into that building. Then, with a shock, we realise we have to live in the house we have built. If we could do it over, we would do it much differently. But, you cannot go back. You are the carpenter, and every day you hammer a nail, place a board, or erect a wall. Someone once said, 'Life is a do-it-yourself project.' Your attitude, and the choices you make today, help build the 'house' you will live in tomorrow. Therefore, build wisely!

- 1) What did the carpenter tell his employer and how did his employer feel about it?
- 2) What was the attitude of the carpenter to his work?
- 3) Why was the carpenter shocked to receive the house as a gift?
- 4) What message do you get from this passage?
- 5) Give a suitable title to this passage.

### **Grammar**



**a. Read the following passage to revise the prepositions of time that are indicated in bold letters.**

It is good for children to get up early **in** the morning. When you get up early your mind is fresh, relaxed and ready to receive. So, try to get up **before** 5 o' clock. For an hour you must study the subject you find difficult. Have your breakfast **at** 7 o' clock and start to your school. Your school starts **at** 8 a.m. So you should reach your school **in** time and not **on** time. It will be appreciated if you are attentive **till/until** the classes get over. You can always clarify your doubts **during** the class hours or even **after**. **When/As soon as** you get back home, you wash your face. As you have been working **since** morning you should relax for some time.

**b. Look at the following passage and understand the prepositions of time and space.**

The technocrat President, the missile man of India and a great visionary Dr. A.P.J. Abdul Kalam was born on 15 October 1931 at the island town of Rameshwaram on the east coast of Tamil Nadu in India. He always got up early in the morning sometime between 4 a.m. and 5 a.m. before sunrise. He secured his engineering degree at MIT in Chennai and then joined DRDO. His glorious moment came in 1998 when he conducted nuclear test at Pokhran in Rajasthan. A true patriot Dr. Kalam's pride in his country is highly appreciable. In many of his speeches and writings his love for India is transparent.

**3. Choose the appropriate prepositions of time and place from the list and fill in the blanks. (before, after, during, since, till/until, at, on, often, in, below, above)**

Sharad has been living \_\_\_\_\_ New York \_\_\_\_\_ 1990. \_\_\_\_\_ 1990 he was studying \_\_\_\_\_ Punjab University. He lives \_\_\_\_\_ an apartment with his wife and children. His apartment is \_\_\_\_\_ the third floor. He does not work \_\_\_\_\_ a farm, but is employed \_\_\_\_\_ a business firm. This business firm is located \_\_\_\_\_ a short distance from his house. Sharad has two friends, Surya and Vikram. They also stay \_\_\_\_\_ the same building. Surya stays \_\_\_\_\_ Sharad's apartment and Vikram's apartment is \_\_\_\_\_ Sharad's. They meet \_\_\_\_\_. Sharad misses his parents who live \_\_\_\_\_ Chandigarh \_\_\_\_\_ India. He visits them \_\_\_\_\_ spring season. He has no plans to return to India \_\_\_\_\_ he retires from service.



**IV. Listening skill**

**Listen to the following passage as it is read by your teacher and answer the questions that follow.**

A son and his father were trekking on the mountains. His son suddenly fell down, hurt himself and screamed, 'Ahh!' To his surprise, the son heard the voice repeating, somewhere in the mountain, 'Ahh!' Curiously he yelled, 'Who are you?' He received the answer, 'Who are you?' And then he screamed to the mountain, 'I admire you!' The voice answered, 'I admire you!' Angered at the response, he screamed again, 'Coward!' He received the answer, 'Coward!' The son looked to his father and asked, 'What's going on?' The father smiled and said, 'My son, pay attention.' This time the father screamed, 'You are a champion!' The voice answered, 'You are a champion!' The son was surprised, but did not understand. Then the father explained, 'People call this ECHO. You can draw a lesson for life from this. Life gives you back what you give it. Our life is simply a reflection of our actions. If you want for example more love in the world, give more love to your fellow beings. One may compare life to a game of tennis. Those who serve the best are bound to win.'



### Comprehension questions

1. What were the father and son doing?
2. Why did the son scream?
3. What made the son get angry?
4. Does this story deliver any message? If yes, what is it?
5. Supply a suitable title for the passage.

### Speaking skill



- a. Prepare a speech for about two minutes on a person who has inspired you the most. You can use the following clues to prepare your speech. Introduction of that person – his/her appearance – his/her qualities that attracted you – his/her good habits– his/her achievements and contributions – how he/she has inspired you– what you wish to imbibe from him/her and how.

#### A few tips for speaking

Stand straight. Speak loudly and clearly.  
Keep to the topic. Do not deviate.  
Narrate things in logical order.  
Look at the audience. Maintain eye contact.

- b. Recently you attended the annual day function in your school. You were impressed by the motivating speech of the chief guest. Recollect the points and share them with your classmates.

### Writing skill



- a. Arrange the following jumbled words in coherent order to form meaningful sentences. The first two sentences are done for you.

1. that/ remember/ always /become /can/ you/ thinking/ by/ big/ big.  
Always remember that you can become big by thinking big.
2. good /to/ try /inculcate/ people/with/ being/ habit/ by / positive.  
Try to inculcate good habits by being with positive people.
3. goals/high/set /fit/and/them/time-frame/ in/the .
4. you/ that/ heading visualize/ towards/ are/your goal
5. assure /of/are/ you/ success /yourself/achieving/
6. there/is/will/a/there/where /is/way /a/there
7. perform/rain/storm/should/you/or

#### Follow the CODER to enhance your writing skills. What is CODER?

C- Collect ideas. [from various sources: library, encyclopedia, internet, teachers, newspapers, magazines, your elders]  
O- Organise the ideas.  
D- Prepare a rough draft.  
E- Evaluate and edit the rough draft.  
R- Revise and rewrite a fair draft.



**b. Spot the errors in the following sentences and rewrite them correctly.**

1. I met an European.	6. One of the boy looks happy.
2. Geetha's father is a M.L.A.	7. We bought lot of furnitures .
3. They are going to Himalayas.	8. My father is a honest man.
4. Raghu prefers milk than tea.	9. Mathematics are my favorite subject.
5. A bunch of keys were found in my car.	10. Ramu wanted an one rupee coin.

**c. Punctuate the following sentences.**

- ✎ anand said sarathy you have done a good job
- ✎ children enjoyed watching the film didnt they
- ✎ unless he learns driving john cannot impress his boss
- ✎ how pleasant the weather is today
- ✎ congratulations i heard you got a job in singapore

**Language Functions.**



a. Translate the first paragraph of your prose lesson into Tamil.

b. Frame a dialogue for the following situation.

Your younger sister / brother has not done well in her / his examination. She / he is upset over her / his poor performance. Cheer her / him up with words of encouragement.

c. Look at the picture and describe it in a paragraph.





## Poem

### \* Laugh and be Merry

- John Masefield



**John Masefield** was born in Ledbury in 1878 in Herefordshire. After an unhappy education at the Kings school in Warwick, he entered the merchant navy at the age of 16, deserted ship and became a vagrant in America. He returned to England in 1897 and settled as a versatile writer. A few of his earlier works are 'Salt Water Ballads', 'Manchester Guardian' and 'The Everlasting Mercy'. In 1930 Masefield became poet laureate. Masefield died in the year 1967.

In this poem '**Laugh and be Merry**' the poet wants us to be cheerful and enjoy our life to the fullest. He also reminds us towards the end of poem that we all are like temporary guests who stay in the beautiful inn for a while.

Laugh and be merry, remember, better the world with a song,  
Better the world with a blow in the teeth of a wrong.  
Laugh, for the time is brief, a thread the length of a span.  
Laugh and be proud to belong to the old proud pageant of man.

in the teeth of a  
wrong - against  
injustice  
pageant of man -  
splendid human  
race

rhyme - short  
poem  
mirth -  
laughter

Laugh and be merry: remember, in olden time,  
God made Heaven and Earth for joy He took in a rhyme,  
Made them, and filled them full with the strong red wine of His mirth  
The splendid joy of the stars: the joy of the earth.

So we must laugh and drink from the deep blue cup of the sky,  
Join the jubilant song of the great stars sweeping by,  
Laugh, and battle, and work, and drink of the wine outpoured  
In the dear green earth, the sign of the joy of the Lord.

jubilant -  
joyful  
sweeping by -  
moving gently  
outpoured -  
overflowing

akin - similar in  
nature  
inn - a public house  
lilt - a strong rhythm

Laugh and be merry together, like brothers akin,  
Guesting awhile in the rooms of a beautiful inn,  
Glad till the dancing stops, and the lilt of the music ends.  
Laugh till the game is played; and be you merry, my friends.

### A. Answer the following.

1. How can man make this world a better place to live in?
2. What is man's span of life compared to?
3. What did God feel when He created the earth?
4. Who are the guests and where do they stay?
5. What is called a beautiful inn?
6. How should man treat his fellow beings?
7. "Glad till the dancing stops, and the lilt of the music ends". Explain.
8. So we must laugh and drink from the deep blue cup of the sky, - Mention the figure of speech.
9. "Laugh till the game is played" – what is the game referred to here?
10. Write an appreciation of the poem in about 100 words.

### B. Find out the rhyme scheme of the poem.

**Rhyme scheme** is the pattern of rhyming lines in a stanza or poem. Some rhyme schemes apply to a single stanza while some others continue their pattern throughout an entire poem. Every rhyming word in a stanza is given a letter. And the letter is always in the lower case. For example:

song      -      a              wrong      -      a              span      -      b              man      -      b

### C. Figures of Speech

A figure of speech is an extraordinary mode of expression used in poetry to produce a greater effect.

- (1) **Alliteration** is the repetition of the same consonant sound in several words in the same line.  
"So we must laugh and **drink** from the **deep** blue cup of the sky,  
**Join** the **jubilant** song of the great stars sweeping by"  
'Drink - deep' and 'join - jubilant' are alliterated words.  
In the first line, /d/ is repeated (drink-deep), and in the second line /j/ is repeated (join-jubilant).  
Find out two more instances of alliteration in the poem.
- (2) **Simile** is a comparison made between two objects of different kinds which have some resemblance. A simile is usually introduced by a word of comparison such as – like, so, as, as...so.
- (3) **Metaphor** is a condensed or an implied simile.  
"Laugh till the game is played....." – Metaphor is used here. Life is compared to a game. When we say "Life is like a game", then it is a simile.



## A Man Who Had No Eyes

— Mackinlay Kantor



A beggar was coming down the avenue just as Mr. Parsons emerged from his hotel. He was a blind beggar, carrying the traditional **battered** can, and thumping his way before him with the cautious, half-furtive effort of the sightless.

He was a **shaggy**, thick-necked fellow; his coat was greasy about the lapels and pockets, and his hand splayed over the cane's crook with a futile sort of clinging. He wore a black pouch slung over his shoulder. Apparently he had something to sell.

The air was rich with spring; sun was warm and yellowed on the asphalt. Mr. Parsons, standing there in front of his hotel and noting the clack-clack approach of the sightless man, felt a sudden and foolish sort of pity for all blind creatures. And, thought Mr. Parsons, he was very glad to be alive. A few years ago he had been little more than a skilled laborer; now he was successful, respected, admired... Insurance... And he had done it alone, unaided, struggling beneath handicaps... And he was still young. The blue air of spring, fresh from its memories of windy pools and lush shrubbery, could thrill him with eagerness.

He took a step forward just as the tap-tapping blind man passed him by. Quickly the shabby fellow turned. "Listen guv'nor. Just a minute of your time." Mr. Parsons said, "It's late. I have an appointment. Do you want me to give you something?" "I ain't no beggar, guv'nor. You bet I ain't. I got a handy little article here" he fumbled a small article into Mr. Parsons' hand — "that I sell. One buck. Best cigarette lighter made." Mr. Parsons stood there, somewhat annoyed and embarrassed. He was a handsome figure with his **immaculate** grey suit and grey hat. Of course, the man with the cigarette lighter could not see him... "But I don't smoke," he said. "Listen. I bet you know plenty people who smoke. Nice little present," **wheedled** the man. "And, mister, you wouldn't mind helping a poor guy out?" He clung to Mr. Parsons' sleeve.

### Glossary

**battered** - worn out  
**shaggy** - hairy  
**immaculate** - clean and tidy  
**wheedled** - persuaded  
**boorish** - rude  
**inquisitive** - curious

Mr. Parsons sighed and felt in his vest pocket. He brought out two half dollars and pressed them into the man's hand. "Certainly I'll help you out. As you say, I can give it to someone. Maybe the elevator boy would —" He hesitated, not wishing to be **boorish** and **inquisitive**, even with a blind peddler. "Have you lost your sight entirely?"



The shabby man pocketed the two half dollars. "Fourteen years, guv'nor." Then he added with an insane sort of pride: "Westbury, sir, I was one of 'em." "Westbury," repeated Mr. Parsons. "Ah yes. The chemical explosion . . . the papers haven't mentioned it for years. But at the time it was supposed to be one of the greatest disasters in—" "They've all forgot about it."

The fellow shifted his feet wearily. "I tell you, guv'nor, a man who was in it don't forget about it. Last thing I ever saw was C shop going up in one grand smudge, and that damn gas pouring in at all the busted windows." Mr. Parsons coughed. But the blind peddler was caught up with the train of his one dramatic **reminiscence**. And, also, he was thinking that there might be more half dollars in Mr. Parsons' pocket.

"Just think about it, guv'nor. There was a hundred and eight people killed, about two hundred injured, and over fifty of them lost their eyes. Blind as bats." He groped forward until his dirty hand rested against Mr. Parsons' coat. "I tell you sir, there wasn't nothing worse than that in the war. If I had lost my eyes in the war, okay. I would have been well took care of. But, I was just a worker, working for what was in it. And I got it. You're damn right I got it, while the capitalists were making their dough! They was insured, don't worry about that. They —" "Insured," repeated his listener. "Yes, that's what I sell. —" "You want to know how I lost my eyes?" cried the man. "Well, here it is!" His words fell with the bitter and studied drama of a story often told and told for money. "I was there in C shop, last of all the folks rushin' out.

Out in the air there was a chance, even with buildings exploding right and left. A lot of guys made it safe out the door and got away. And just when I was about there, crawling along between those big vats, a guy behind me grabs my leg. He says, 'Let me past, you —! Maybe he was nuts. I dunno. I try to forgive him in my heart, guv'nor. But he was bigger than me. He hauls me back and climbs right over me! **Tramples** me into the dirt. And he gets out, and I lie there with all that poison gas pouring down on all sides of me, and flame and stuff . . ." He swallowed —a studied sob—and stood dumbly expectant.

He could imagine the next words: *Tough luck, my man. Damned tough luck. Now I want to —*"That's the story, guv'nor." The spring wind shrilled past them, damp and **quivering**. Not quite," said Mr. Parsons. The blind peddler shivered crazily. "Not quite? What do you mean, you —?"

"The story is true," Mr. Parsons said, "except that it was the other way around." "Other way around?" He croaked unamiably. "Say, guv'nor—" "I was in C shop," said Mr. Parsons. "It was the other way around. You were the fellow who hauled back on me and climbed over me. You were bigger than I was, Markwardt."

#### **Glossary**

**reminiscence** -

remembrance

**trample** - walk over

**quivering** - shaking

The blind man stood for a long time, swallowing hoarsely. He gulped: "Parsons. By heaven. By heaven! I thought you—" And then he screamed **fiendishly**: "Yes. Maybe so. Maybe so. But I'm blind! I'm blind, and you've been standing there letting me spout to you, and laughing at me every minute of it! I'm blind!" People in the street turned to **stare** at him. "You got away but I'm blind! Do you hear? I'm—" "Well," said Mr. Parsons, don't make such a row about it, Markwardt... So am I."

**fiendish** - wicked  
**stare** - look fixedly

### I. Comprehension Questions.

1. What do you think is the author's main purpose in writing this narrative?
2. Compare and contrast the character sketch of Mr. Parsons and Markwardt.
3. The author uses a surprise ending. To what extent does this add to the effectiveness of the narrative?
4. Which man originally seemed to deserve our sympathy? Why/How do our sympathetic feelings towards this character change?
5. How do you view a differently - abled person seeking your sympathy?

### II. Arrange the following jumbled sentences in coherent order to make a paragraph.

1. The beggar wanted to extract more money using his handicap.
2. Mr. Parsons purchased the article to help the beggar out.
3. A beggar came down the avenue to sell some article.
4. The beggar fumbled the article into Mr. Parsons' hand.
5. Mr. Parsons pitied the blind beggar.

### III. Complete the sentences choosing the right options.

1. Mr. Parsons was standing in front of a \_\_\_\_\_.  
a. house                      b. hotel                      c. park                      d. theatre
2. The beggar tried to sell a \_\_\_\_\_ to Mr. Parsons.  
a. cigar packet              b. ashtray                      c. cigarette lighter              d. match box
3. Mr. Parsons paid \_\_\_\_\_ dollars to the beggar.  
a. two half                      b. two                      c. three half                      d. three
4. Mr. Parsons wanted to give the article to \_\_\_\_\_.  
a. his friend                      b. his servant                      c. the beggar                      d. the elevator boy
5. Mr. Parsons and Markwadit lost their vision in a \_\_\_\_\_.  
a. fire accident              b. chemical explosion              c. road mishap                      d. bomb blast



## Gaia Tells Her Tale

### Warming up

You have heard the chirping of birds. You have heard the cry of animals. You have heard the sounds of moving buses, trains and other vehicles. You have heard the sounds of rustling wind and the running river. Have you ever heard of a flower or a tree or grass actually speaking? You only feel their presence in other ways – sight, scent and the like.

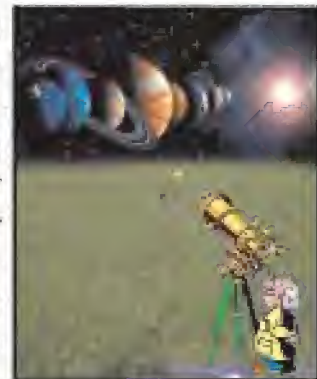


Here, we have someone talking to you with an intention of awakening your sensibilities. Her speech is not a lament and it is not an appeal. Neither is it a complaint. Actually she feels sorry for you. She is all concern for you. She offers all her bounties with great generosity. Can you guess who she is? Oh, you're right! She is Mother Earth – the mother of all living creatures! Let's listen to what 'that' she has to say!

I'm Gaia, the personification of the **primordial** mother Earth. I am known by many names in different languages and in different places. The Greeks call me Gaia, the Indians call me Bhoomi Matha and the English call me Earth. I am a huge ball in space spinning at a rapid pace while revolving round the Sun. Do you know how old I am? I was a part of the sun, millions of years ago. Following the big bang that occurred in the cosmos, I fell apart.

In the early years of my life, I was a land mass called Pangea and a big water mass called Panthalassa, which covers two-thirds of my surface. Due to gravity, I am able to hold everything in its place! I am the only life supporting planet in the universe. Scientists are **peering** through their telescopes even as I am speaking; checking to see whether there is any other planet with life in it. Research is still on! In the beginning when there were just plants growing and animals wandering all over me, life was very peaceful. There existed a natural rhythm that bound the entire species of life.

There was peace and there was **abundance**, assuring the survival of every creature.



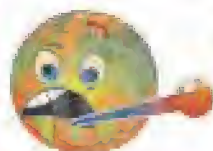
1. Who is Gaia?
2. What are the other names given to her?
3. What is Pangea and Panthalassa?

### Glossary

**primordial** - ancient /primeval  
**peering** - looking carefully  
**abundance** - plenty



Of course, I was very happy when man arrived. I was proud that a superior creature had come to protect and care for me. He not only admired me but also worshipped me with utmost **reverence**. Even when your tribe increased, I had no problem because the ecosystem was still well-balanced and intact. I have a large heart—large enough to **accommodate** all of you. However when you became greedy and under the pretext of development **exploited** all the natural resources indiscriminately, my trouble began. I am deeply concerned about the way my resources are being **ravaged**. You do not **replenish** what you consume.



You all know it is getting hotter by the day and as a result my glaciers are melting, my forests burning, my rivers drying up and my animals dying. You are indifferent to your own actions. You have also turned a deaf ear to the cry of my creatures. Where have your warmth and your love for nature disappeared?

You read the newspapers and journals and watch documentaries about environmental pollution. Many of the rarest of species have become extinct and some are on the verge of extinction! Who is to be held responsible for this pathetic state of affairs? The ozone gas that acts like a **canopy**, protecting you all from the harmful ultra-violet rays of the sun is depleting. The use of aerosol sprays has led to the increase of CFC content in the atmosphere and has eroded the ozone layer at the poles. As a result, an expanding hole has been created in the ozone layer. Many deadly diseases such as cancer are caused due to this damage.



My forests are very important for your survival. The trees bind the soil and preserve it. They bring about rain filling up lakes, ponds and rivers. You cut down trees mindlessly to meet your immediate needs. The act of deforestation has reduced the forest area to a **considerable** extent. The animals which inhabited these forests have been rendered homeless.

How are you planning to address these problems? Do you think that nature will regenerate all by herself? Are you going to turn a blind eye to these dangers? Are you going to surrender to the circumstances in despair?

1. How did Gaia feel when man stepped into the scene?
2. What was the fall out of man's development?
3. When did the trouble begin?
4. What is the result of global warming?

#### Glossary

reverence - great respect  
exploit - use unfairly and selfishly  
accommodate - to find place for  
ravage - to cause great damage  
replenish - to fill up again  
canopy - shelter  
considerable - fairly large



Don't you have the wherewithal to bring back the glorious past? Nothing is impossible for you, but the choice is yours. As a mother it is my duty to warn you of the impending dangers of neglecting me. Even your own scientists concur with my views. How can I put up with the sight of my own children being poisoned and their safety being threatened? You may be careless, but how can a mother afford to be indifferent?

You have to put a stop to this slide for your own welfare. To begin with, I shall suggest certain measures that you can easily implement in your everyday life.

- Use eco-friendly vehicles such as bicycles and solar cars. Prefer public transport to private conveyance. Adopt car pooling system.
- Plant saplings to **commemorate** any celebration.
- Choose bio-degradable products over synthetic ones.
- Maximise the use of natural light. Conserve power by switching off electrical and electronic appliances when not in use.
- Do not waste water. Harvest rain water. Recycle bathroom water for your kitchen garden.



My dear little children, I love you so much as I loved your parents in the past. That is the reason I'm here, narrating my tale. Also I remind you of your responsibility of protecting your own sweet home - your only abode in the immense universe! Seek to restore the harmony of the bygone days.

I'm not a mere ball of mud, water and minerals. I too possess a body and mind, a heart and soul – just like you. It is you who keep me alive. I live in you; I live with you; I live for you!

1. How can you conserve power and water at home?



**Glossary**  
**commemorate** - to honour the memory of someone

### Do you know?

- 📅 June 5 is observed as World Environment Day, since 1972.
- 📅 "Bio-diversity: Connecting with Nature" - was the theme for the year 2010.
- 📅 How do people celebrate that day?
  - Awareness walks ● Scientific forums
  - Bicycle parades ● Green concerts
  - Tree plantings ● Clean-up campaigns

Remember the 3 R's:  
**Reduce, Recycle and Reuse Resources.**



**Answer each in a paragraph of 100 words:**

1. Highlight the importance of forest conservation.
2. List out the measures you can implement in your daily life to protect your environment.

## VOCABULARY

A. There are differences between British English and American English. These differences could be grouped under the major headings: Vocabulary, Spelling and pronunciation.

### Differences in Vocabulary

### Differences in Spelling

British English	American English	British English	American English
lift	elevator	favour	favor
holiday	vacation	honour	honor
film	movie	centre	center
autumn	fall	theatre	theater
post	mail	realise	realize
flat	apartment	visualise	visualize
purse	wallet	offence	offense
taxi	cab	traveller	traveler
tap	faucet	focussed	focused
sweets	candies	peddler	peddler

B. Choose the correct synonym for the underlined word from the options given.

1. I am deeply concerned about the way .....  
a) wounded b) interested c) worried d) affected
2. The ozone gas acts like a canopy, protecting us.  
a) galaxy b) cloud c) vacuum d) shelter
3. ....It is my duty to warn you of the impending dangers.  
a) eminent b) dominant c) prominent d) imminent
4. I shall suggest certain measures .....  
a) ideas b) ways c) problems d) areas
5. Seek to restore the harmony of bygone days.  
a) previous b) present c) olden d) modern

C. Choose the correct antonym for the underlined word from the options given.

1. I am known by many names in different languages.  
a) strange b) similar c) diverse d) popular
2. ....my glaciers are melting.  
a) moving b) breaking c) freezing d) vanishing
3. There existed a natural rhythm.  
a) artificial b) fake c) abnormal d) unpleasant

4. I .....a superior creature had come to protect me.  
a) greater b) mediocre c) minor d) inferior
5. Don't you have the wherewithal to bring back the glorious past?  
a) wonderful b) graceful c) shameful d) dreadful

#### D. Abbreviations

We came across the abbreviation CFC in the lesson. Abbreviations are shortened forms of words. The expansion of CFC is *Chloro Fluoro Carbons*. Let's know the organizations dedicated to conservation of Nature and Wildlife:

WWF – World Wide Fund  
ZSI – Zoological survey of India  
GPM – Green Peace Movement

Learn some more abbreviations and their expansions.

WHO World Health Organisation.	NGO Non Governmental Organisation
UNO United Nations Organisation.	IAS Indian Administrative Service
CWG Common Wealth Games	BBC British Broadcasting Corporation
WWW World Wide Web	UPSC Union Public Service Commission
RBI Reserve Bank of India	UGC University Grants Commission

Expand the following abbreviations:

1. FAO 2. UNO 3. ISF 4. CPU 5. IPS 6. MBA 7. MLA 8. INTERNET

#### E. Idioms

[*Idioms* are expressions that give special meanings to words. The literal meaning of individual words should not be taken for consideration. For example, we came across two idioms in the lesson: 'turn a blind eye / deaf ear, meaning 'pretend to ignore / to pretend not to notice'.] Now locate the following idioms in the dictionary and find out the meanings. Eg. 'Once in a blue moon' means 'very rarely'.

**Match the following Idioms with their appropriate meanings.**

1. nip in the bud	a) exaggerate a problem / make a big deal out of nothing
2. fool's errand	b) make a new beginning
3. raining cats and dogs	c) do everything possible
4. turn over a new leaf	d) a fruitless undertaking
5. make a mountain out of a molehill	e) in big trouble
6. let the grass grow under one's feet	f) anywhere on earth
7. under the sun	g) raining heavily
8. move heaven and earth	h) to be thankful for one's luck
9. in deep waters	i) not to waste time by delaying doing something
10. thank one's lucky stars	j) stop at the very beginning



## Reading skill



- A. Collect some information on 'Acid Rain' and the 'Big Bang Theory'. Read it out to your classmates aloud.
- B. Read the given passage that has been scanned for note - making and summarisation.

We need to use our energy sources wisely and economically and conserve as much of our energy resources as we can. How can we do this?

Firstly, we must reduce our dependence on non-renewable resources. For example, can we design or invent vehicles that do not use petrol or diesel as fuel? If we can, then we reduce our consumption of petroleum. Many scientists and engineers are working on this idea. Can we use water and wind power, rather than diesel or petrol or coal power to generate electricity?

Secondly, we must look for and use alternative fuels and sources. Rather than using coal, kerosene or cooking gas, can we use animal wastes or plant wastes? We have learnt to extract energy from animal wastes such as cow dung or plant wastes. One successful method is to ferment animal wastes in closed containers and produce a gas called biogas, which is just as good as cooking gas. The waste from the biogas plant can be used as manure in fields and plantations. A second example is the use of windmills, where wind is used to turn a paddle wheel and to produce electricity or to lift water.

Thirdly, we must make greater and cleverer use of the sun. The sun is a perennial source of light and heat for the earth, and it is absolutely free! If we could devise methods for capturing the heat and light from the sun and transforming it into electricity, mankind could benefit greatly.

### Note-making: Conservation of Energy

- A. How to conserve Energy?
  - 1. use energy resources wisely and economically
  - 2. design vehicles not using diesel or petrol
  - 3. using water & wind power to generate electricity
- B. Alternative use of fuels
  - 1. use of animal and plant waste
  - 2. production of biogas
  - 3. windmills
- C. Use of Solar Energy
  - 1. Sun – perennial source of light & heat
  - 2. transform into electricity

## Summary

### Conservation of Energy

We have to use energy sources wisely and economically to conserve them. Vehicles that do not use petrol or diesel can be designed. Water and wind power can be used to generate electricity. Energy can be produced from plant and animal waste. Biogas can be used for cooking. Electricity can be produced using windmills. The light and heat of the sun can be converted into electricity.

#### Tips for note - making

- ✍ Read the passage carefully.
- ✍ Underline the key points.
- ✍ Organise them under subtitles.
- ✍ Give the points in the form of hints.
- ✍ Omit examples and use abbreviations.

#### Tips for summarising

- ✍ Read the passage carefully.
- ✍ Identify the key sentences and key words.
- ✍ Omit examples, analogies and illustrations.
- ✍ Write only main points in the rough draft.
- ✍ Write the fair copy and give a title.

## Grammar:



### Basic Sentence Patterns

You have already learnt the basic sentence patterns in your previous class. You are familiar with the basic elements of a sentence – Subject, Verb, Object, Complement etc.

Now we are going to introduce a new element into these patterns. It is called 'Adjunct'. Adjunct is an adverb or an adverbial. It answers the questions 'When? Where? How? Why? Normally an adjunct can come anywhere in a sentence - in the beginning, at the end or in the middle. Adjuncts are just additional units. Any number of adjuncts can be added to a sentence. Even without adjuncts, what remains will still be a complete and meaningful sentence.

- Eg.
1. The stars / twinkle / in the sky / at night.  
S V A A
  2. Man / hunts / animals / mercilessly.  
S V O A
  3. The Earth / is / a ball / in the space.  
S V C A
  4. Trees / give / us / fruits / year after year.  
S V IO DO A
  5. Science / has made / man's life / comfortable / these days.  
S V O C A
  6. Due to gravity, / the Earth / could hold / everything.  
A S V O



7. In this lesson, / Gaia / tells / man / her tale.  
A S V IO DO
8. Now a days, / life / has become / hectic.  
A S V C
9. We / always / work / hard.  
S A C A
10. Arun's answer / is / almost / right.  
S V A C
11. The Americans / have sent / a rocket / to Mars.  
S V O A
12. That day, / Priya / quickly / finished / her dinner.  
A S A V O

**Make sentences with the following patterns:**

1. S.V.O.A      2. A.S.V.      3. S.V.C.A      4. A.S.V.IO.DO  
5. S.V.O.C.A      6. S.A.V.C.      7. A.S.V.O.



### **Listening skill**

#### **What is a map and how is it made?**

***Listen to the teacher and answer the questions:***



Maps are accurate representations of a part, or sometimes the whole, of the earth's surface. They are made on a flat paper, parchment, cloth or any material. Maps have been made since ancient times because they are a convenient way of summarizing information about an area or the world in which we live.

The earliest known maps were made in ancient Babylon. The early Egyptians and Greeks also knew the art of map making. Gerhard Mercator is the father of modern map making.

It takes a skilled mathematician and an artist to create a precise map. The first step is to fix the latitudes and longitudes of the area to be mapped. The land is surveyed using specialized instruments. Known fixed points are then plotted on paper in a chosen scale and measured heights. The map maker then fills in all the details of the land. Today sophisticated methods of surveying, aerial photography, satellite technology and computers make maps accurate and detailed.

1. Why are maps made?
2. Who made the first map?
3. Name the father of modern map making.
4. How are maps created?
5. How are modern maps made accurate and detailed?

## Speaking skill



### 1. Group Activity

Form small teams. You can choose your team mates. Instruct your team to collect the following details on their way back home from school.

- ⇒ List the things that they see on the street that cause environmental pollution. Of these, make out the things that can be recycled.
- ⇒ What suggestions you would make to the residents to keep their street clean?
- ⇒ What are the sources of help you would seek to keep your village/town clean?
- ⇒ Compile the details gathered in your respective teams. Prepare a report and present it to the class.

2. Every one of us should play a part in protecting the environment. One way is by reducing the amount of rubbish we generate at home and at school. Join your groups, discuss and come out with suggestions on how we could implement the environmental principles of 3R's effectively. The group leaders will speak to the whole class to create awareness.

### 3. Pair and Share:

Choose a partner of your choice. Discuss with him/her about the advantages of rural life over urban life.



## Writing skill

1. Rearrange the following sentences in logical order to make a meaningful paragraph:

- ✓ When pollution occurs the atmosphere becomes contaminated.
- ✓ Pollution is the making of air, water or soil impure with harmful substances.
- ✓ Otherwise it will pose a serious threat to human health.
- ✓ It is the result of the increase in population.
- ✓ Measures should be taken to control pollution.

2. You have listened to Gaia's story - her plight and concern. It's high time you wrote a letter to your Mother Earth. In that letter, comfort her and assure her that you'll take good care of her from now on.



## Language Focus / Functions:

1. Translate the passage you have arranged in logical order under writing skill into Tamil.

2. Make notes and summarise the following passage. You have seen a model of that exercise under reading exercise.



Oils are of three main kinds – vegetable, animal and mineral oil. Vegetable oil is obtained from squeezing oil seeds. Mineral oil is pumped out from deep under the earth. Animal oil is got from the fat of animals. To extract vegetable oil, the dried oil seeds are put in the crushing machine and oil is squeezed out and collected. We get oil cake as residue. The oil cake is used as animal feed.

Mineral oil is pumped out by digging oil wells. These are found deep below the ground. Holes are drilled and oil is pumped out or forced out. The crude oil is a source of many useful things. We get kerosene, petrol and diesel out of crude oil. We also get oil from fishes like the whale shark. When we cut out their blubber and melt it, we get these oils.

We use most of the vegetable oils for cooking. Mineral oils are mainly used as fuel. Animal oils are used as medicine. We give shark liver oil to weak children. Neem oil, lime oil and sandalwood oil also have medicinal value. They keep our skin healthy. We make soaps out of these oils.

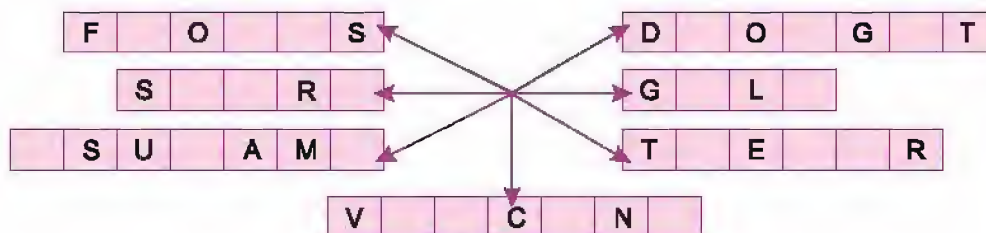
### Weekend Activities: Project Work.

1. A Poster is a notice or advertisement for display usually stuck on a wall. It may have a simple picture or painting or photograph or cartoon that brings out the idea in a visual way with catchy captions / slogans. Prepare wall posters to promote the following. Display them on school notice-boards:



- Save Trees – Do not take hard copies, when not really needed.
- Carbon footprints are road to environmental destruction.
- Go the eco-friendly way: Avoid use of plastics

2. The Nature at times bursts out in fury. It results in Natural Disasters. Fill in the empty boxes to name a few of them.



3. You may visit the following websites to learn more about bio-diversity.  
[Recommended by the Ministry of Environment and Forests, Government of India]

- <http://bsienviis.nic.in>
- <http://zsienviis.nic.in>
- <http://www.nbaindia.org>

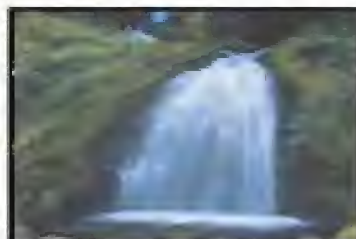
**Warming up**

Khalil Gibran [1883 – 1931] born in Lebanon, was a poet, philosopher and artist. His books have gained popularity in the western world, with 'The Prophet' as probably the best known work of his. Most of his works convey the timeless universal truths, and of man's inhumanity to man.

The poem, 'Earth', a beautiful tribute to the Earth, is taken from a collection of poems and essays entitled "The Eye of the Prophet".

How beautiful you are, Earth, and how sublime!  
How perfect your obedience to the light and how noble is your submission to the sun.

I have walked over your plains,  
I have climbed your stony mountains  
I have descended into your valleys;  
I have entered into your caves.  
On the plains I have discovered your dreams,  
On the mountains I have admired your splendid presence.  
And in the valleys I have observed your tranquility;  
In the caves I have touched your mysteries.



You are the mouth and lips of Eternity,  
The strings and fingers of Time,  
The mystery and solution of life.  
How generous you are, Earth, and  
How strong is your yearning for  
Your children lost between  
That which they have attained  
And that which they could not obtain



We pierce your bosom with swords and spears.  
And you dress our wounds with oil and balsam  
We plant your fields with skulls and bones.  
And from them you rear cypress and willow trees,  
We empty our wastes in your bosom, and you fill  
Our threshing floors with wheat sheaves,  
And our winepresses with grapes.





We extract your elements to make  
Cannons and bombs but out of  
Our elements you create lilies and roses  
How patient you are Earth, and how merciful!  
Are you an atom of dust raised by  
The feet of God when He journeyed from  
The East to the West of the Universe?

Who are you, Earth, and what are you?  
You are "I", Earth!  
You are my sight and my discernment.  
You are my knowledge and my dream  
You are my hunger and my thirst.  
You are my sorrow and my joy.  
You are the beauty that lives in my eyes  
The longing in my heart, the everlasting life in  
my soul  
You are "I" Earth,  
Had it not been for my being,  
You would not have been!

#### **Glossary**

**sublime** - grand and great  
**submission** - humbleness  
**splendid** - magnificent  
**tranquility** - peacefulness  
**eternity** - an endless time  
**mystery** - difficult to explain or understand  
**yearning** - longing, great desire  
**bosom** - chest or heart  
**balsam** - a pleasant-smelling liquid or resin-like substance obtained from certain trees.  
**sheaves** - a bundle of corn  
**discernment** - realisation

#### **Figures of Speech:**

1. "You are the mouth and lips of Eternity.  
The strings and fingers of Time."

The figure of speech used here is **Personification**. Personification attributes life to inanimate objects or abstract qualities. The words 'Eternity' and 'Time' are personified here. Usually the personified words begin with a capital letter.

#### **I. Read the poem and then answer the following questions:**

1. What do the various physical features of the Earth reveal to the poet?
2. Why is the poet apologetic to the Earth? Pick out the lines that indicate this.
3. Why does the poet call the Earth 'merciful'?
4. In what ways does the Earth repay man for all his ill- treatment?
5. Write the substance of the poem in about 100 words.
6. "You are "I" Earth." - Why does the poet conclude that Man and the Earth are one and the same entity? (100 words)

## Amrita Devi - The Guardian Angel of Woods

Thakur Surat Singh, of Kharda Thikana, a small estate in Jodhpur-Pargana, was granted the estate of Khejarli in the same pargana by Maharaja Abhai Singh of Jodhpur in 1726 AD and he became the first "Thakur of Khejardi". The name of the village Khejarli or Khejardi (26 Km South East of the city of Jodhpur in Rajasthan) is derived from the Khejri trees which were in abundance in the village.

It was a Tuesday, black Tuesday in Khejardi, the 10th day of the bright fortnight of September in 1730 A.D. Amrita Devi, a mother of three - Asu, Ratni and Bhagubai - was at home with her daughters. Suddenly she came to know that Giridhar Bhandari, the Minister in Abhai Singh's Court, had come to the village. His mission was to cut down Khejri trees to burn lime for the construction of a new palace for the king.

Amrita Devi protested the felling of trees saying it was against their religious belief. She said, "If a tree is saved even at the cost of one's head, it is worth it". She hugged the tree. She meant what she said and she did what she meant. The axes which were brought to cut the trees severed her head. The three daughters stood undaunted. They offered their heads as well, and met with the same end.



Soon the news spread like wildfire. The king's men continued with their felling spree. Bishnoi community's men, women and children from 83 villages came to stop cutting down the trees. They held fast, hugged the trees and got killed. In all 363 villagers - young and old, men and women, married and unmarried, rich and poor - had already become martyrs. The king reproached the minister for the slowness of work and declining load of wood everyday. The chief of the wood cutters explained the strange love of the people to trees and how smilingly they gave up their lives. He explained that their axes have been tainted by human blood and they were weary of killing so many for a few trees. He explained that they could not go on making human sacrifices for felling wood for the king's palace. He asked the king to provide a solution.



Hearing the courage of the Bishnoi Community, the king immediately ordered to stop the felling of trees. He met the tribal chief in person and apologized for the mistake committed by his officials. The tribal chief casually told the king that his tribe did its duty to the life - sustaining holy trees. Apparently moved by the uncomplaining nature of simple and kind-hearted people, the king issued a royal decree, engraved in a copper plate ordering the following:



⚡ All felling of green trees and hunting of animals within the revenue boundaries of Bishnoi Village was strictly prohibited.

⚡ If by mistake any individual violated this order, he would be prosecuted by the state and a severe penalty imposed on the offender.

⚡ Even the members of ruling family must not shoot animals in or even near the Bishnoi village.



Later the "Khejarli Massacre" found mention in the 'Annals and Antiquities of Rajasthan', a famous 19th century two volume work by Colonel James. Today the anniversary of the massacre is observed each year at the village which has now become an important tourist spot.

What Amrita Devi and her daughters did in Khejardli had become a movement - the Chipko Movement (Tree-hugging movement) in the 1970s in the Garhwal Himalayas and in 1974 in Chamoli District both in Uttarkhand.

The Chipko Movement, though primarily a livelihood movement rather than a forest conservation movement, went on to become a rallying point for many future environmentalists and environmental movements the world over and created a precedent for non-violent protests. This movement which inspired many eco groups helped in slowing down the rapid deforestation, exposed vested interests, increased ecological awareness, and demonstrated the viability of people power. Above all it stirred up the existing civil society in India as never before. The society started taking a look at the tribal and marginalized people and their issues of livelihood from a new perspective.

**Source:**

*The women of Chipko staying alive : Women ecology and development by Vandana Shiva, Published by Zed Book 1988 - ISBN 0862328233 p.67. Khejarli Massacre in 1730 - Business Standard, Anand Senker, New Delhi Mar - 9, 2008.*

**I. Let's answer the following:**

1. Who was the first Thakur of Khejardi?
2. Where is the tribal village of Khejarli located?
3. What was that village named after?
4. Why didn't Amrita Devi allow the king's men to cut trees?
5. What was the mission of Giridhar Bhandari?
6. What is a tree worthy of?
7. How did the people of Bishnoi community try to save the trees?
8. What did the king's men become tired of?
9. What did the king's royal decree proclaim?
10. Which incident triggered the Chipko Movement?

**II. Now rearrange the following sentences to get the summary of the story of Amrita Devi's sacrifice.**

- a. Her three daughters also gave their life.
- b. The king of Jodhpur sent his men to cut down Khejari trees in the villages .
- c. Amrita Devi lived in Khejarli with her three daughters.
- d. He wanted to build a new palace
- e. Amrita Devi did not allow the men to cut trees
- f. She hugged the tree and offered her head instead.
- g. The king's men cut Amrita Devi's head.

**III. Complete the sentences choosing the right options:**

1. The Khejri trees were cut down for the construction of \_\_\_\_\_.  
a. fort                      b. hospital                      c. palace                      d. choultry
2. September 10, 1730 A.D was considered a black Tuesday because \_\_\_\_\_.  
a. Amrita Devi and her daughters lost their lives  
b. the Khejri trees were destroyed in wild fire  
c. the minister arrested the tribal chief  
d. the village was hit by a tidal wave
3. Amrita Devi objected to the cutting of Khejri trees as it was against their \_\_\_\_\_.  
a. chief's order    b. king's order                      c. religious belief    d. sentiments
4. Colonel James had made a mention of the \_\_\_\_\_ in his book.  
a. Chipko Movement                      b. Bishnoi community  
c. Abhai Singh's decree                      d. Khejarli Massacre
5. The Chipko Movement was started in \_\_\_\_\_ in Chamoli District.  
a. 1970    b. 1972                      c. 1974                      d. 1976



## Unit 3 Prose

### The Will to Win

#### Warming up

Some things may be difficult but nothing is impossible.

Discuss these questions in the class.

- ❑ Are you in a girls' school / boys' school or in a mixed school?
- ❑ Do you have, in your village / town, girls going to high schools?
- ❑ Do you know girls who have stopped going to school?
- ❑ Have you ever helped a girl continue her schooling?
- ❑ What do girls in your place do after dropping out of school?



*Read this inspiring account of an individual*

How pleasant it is to see girls in groups along the street carrying school bags—chatting, giggling and pulling each other's plait, adjusting the flowers on their hair, picking up the fallen flower though it is half dry to place it on the plait again and some plaiting their hair on the way to school...

Some girls are very serious looking. They won't talk to others—even when in a group. It is hard to pull them out of their shells and involve them in conversation. Who knows what ails them?

Some will carry on with a smile unmindful of whatever burdens them. They get along well with others. They keep the umbrella of **prudence** open and allow the rain of criticism to pass by. They are star performers! Here is a real life story of one such **"Girl Star"** – Anita Khushwaha.

Anita lives in Bochacha village in Muzaffarpur District in Bihar. She lives with her parents and two younger brothers. Life was not a bed of roses for Anita during her childhood. How could it be? She was born in a poor family in a village in Bihar which is saddened both by floods and drought. Moreover parents in villages did not send their daughters to school. And Anita's parents were no different from other parents.



*"Girl Star", a UNICEF project, is a series of films which documents stories of girls from the most disadvantaged communities across five Northern states who, through attaining education, have managed to break the shackles of socio-economic constraints to make a success of their lives and become self sufficient. These young women have grown to become role models in their communities, who inspire younger girls to go to school and continue their education. They have selected professions from the most conventional such as teaching and nursing, to the most unconventional like archery, bee-keeping, scrap management, often entering what has traditionally been a man's domain.*

What does the sentence "Life was not a bed of roses for Anita" mean?

#### Glossary

ails - gives pain  
prudence - showing  
care for future.



Though Anita wanted to go to school, it remained a distant dream. She couldn't have the luxury of attending even the nearest village school. Then what would she do the whole day? What else but minding the goats that were grazing! Day dreaming! Poor Anita! She often thought, "Am I **destined** to be like this throughout my life?" This was the nagging question that troubled her like a dragon darting out of darkness. "Won't I ever see freedom and the bright light of the dawn?"

And the day dawned! It had to! One day Anita with all her **inquisitiveness** entered the village school. She sat behind the children in a class. She was thrilled. Once she entered the school, there was no looking back. Anita was determined not to follow the herd. She wanted to be different from the 'happy at home' girls who always ran errands, did the daily **chores** and were resigned to their fate.

She gathered all courage to speak her mind to her parents. In villages, it is considered an unruly behaviour to speak against the parents. A gross disobedience! Sin-rather! Yet Anita begged, pleaded, and, persuaded her parents. One of the school teachers convinced Anita's parents. Finally Anita won her parent's approval.

Getting high marks was not Anita's aim nor was it her goal. All that she wanted was to get education. And she successfully completed her schooling and entered a college. Her parents co-operated with her. They did not trouble her with grazing the goats or with the household chores. She took evening classes for the school children and earned some money. This helped her to pay the college fees. Some older boys in the village did what all they could do to stop the children from her evening classes. But that did not work for long. Children came running to their loving Anita **Dhidhi's** classes.

The real climax in her story was on the day when she noticed the litchi trees in full bloom and hundreds of honey bees hovering around. An idea flashed. "Why can't I do the bee - keeping, sell honey and make money?". She attended the course run by the government on bee - keeping. With the 5000 rupees she saved from the evening class earnings, she was able to buy two boxes for 4000 rupees for rearing the bees. She spent the rest of the money on buying sugar to make syrup for the bees and cleaning the bee hives. That was in a September. By December she had to double the number of boxes because the 'winged visitors' doubled their numbers. She was delighted.

1. What was the nagging question in Anita's mind?
2. Do you think Anita was 'unruly' in disobeying her parents?
3. Who helped Anita to win her parent's approval?
4. What was her goal in school?
5. Which is the turning point in Anita's life?
6. Who are the 'winged visitors'?

#### **Glossary**

**destined** - be fixed for a purpose.

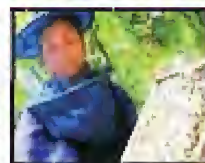
**inquisitiveness** - eagerly seeking knowledge

**chores** - routine or boring task

**Dhidhi** - elder sister (Hindi)



She continued to learn the techniques of bee – keeping. Often she got stung by the bees. Her face and hands got swollen. She was **ridiculed** for trying her hand at bee – keeping, a domain predominantly held by men. **Undeterred** by the pain and inconveniences, she continued to perfect the art of bee – keeping. Now she wants to become a wholesale trader of honey so that she can **procure** honey from her villagers for the correct price. She cycles her way to attend many village meetings. Because of Anita, the entire village is progressing. Isn't Anita really a 'Girl Star'? In fact she is the 'Morning Star' leading the villagers from darkness to light. Her bicycle moves on and on and on... and the entire village too.



#### Glossary

ridicule - make fun of.

undeterred - not stopped by failures, setbacks.

procure - collect, get

**Read Anita's story again and answer these questions:**

1. Does Anita use her education for earning for herself?
2. Do you think Anita can do more for her village? If yes, what more can she do?
3. Imagine yourself to be Anita. Could you suggest some plans to help **your** village?

### **VOCABULARY**

#### **A. Choose the appropriate synonyms from the four alternatives**

1. Inquisitive  
(a) willing (b) curious (c) meek (d) submissive
2. procure  
(a) collect (b) dispose (c) take (d) sell
3. approval  
(a) opinion (b) displeasure (c) denial (d) consent
4. chores  
(a) song (b) hymn (c) lesson (d) routine
5. plead  
(a) request (b) argue (c) order (d) forgive

#### **B. Choose the appropriate Antonyms from the four alternatives**

1. freedom  
(a) liberty (b) bondage (c) slavery (d) empowerment
2. drought  
(a) muddy (b) barren (c) dry (d) flood
3. prudence  
(a) intelligence (b) carelessness (c) pride (d) wisdom
4. unruly  
(a) arrogant (b) haughty (c) disciplined (d) undisciplined
5. success  
(a) failure (b) dejection (c) achievement (d) victory



C. What would the words 'narrow', 'slender', 'lengthen' and 'decrease' say, if they could talk? Write sentences telling what each would say.

### Reading Skill



It is not always true that we understand a new word with the help of a dictionary or the teacher. Words and sentences have a context. And contexts always give clues. It is possible to guess the meaning of a word from its position in a sentence. A known word can give the meaning of an unknown word. So you need not feel helpless. You can guess the meaning of even a difficult passage.

A. Read the paragraph below. Use context clues to get the meaning of each underlined word. Then write **yes** or **no** to answer each question.

### The Arctic Tundra

The Arctic Tundra is a cold, dry region covered by snow most of the year. The treeless plains are vast. Tundra makes up nearly five million square kilometres of the Earth's surface. Because it is so cold there, few people inhabit the region. During winter, the weather is so frigid that those who do live in the Tundra, often wear two sets of clothing to keep themselves warm. In the tundra, the glare of the sunlight reflected on the snow is intense. People must protect their eyes from the strong light to prevent any damage to the eyes. Animals of tundra must be very wild to survive. Only shrewd and clever animals escape from their enemies and are able to capture their prey. Watching two animals fighting fiercely for their lives can be a horrifying experience, Making even the bravest person tremble with fear and wonder.

- |   |          |
|---|----------|
| Can an ocean be <u>vast</u> ?             | Yes / No |
| Can a shark <u>inhabit</u> a bathtub?     | Yes / No |
| Can fire be <u>frigid</u> ?               | Yes / No |
| Can a hurricane be <u>intense</u> ?       | Yes / No |
| Can a lion act <u>fiercely</u> ?          | Yes / No |
| Can a sudden noise be <u>horrifying</u> ? | Yes / No |



B. On a separate paper write a sentence for each word underlined in the paragraph

### Grammar



### Revision of tense forms

*Do you know? The word with more than fifteen letters in which the only vowel is 'e'. It is the synonym for the state of being weak. Find the answer at the end of the unit.*

You have been learning simple and continuous tenses in the present, the past and the future for the past six years. This year let us consolidate what we have learnt and use them freely in the activities given below focussing on perfect and perfect continuous tenses..



The present perfect tells you the result / effect of the past action. The action is over, perfect, complete but the result of the action is still present. So we express such results using present perfect tense.

e.g:

When will you ask — 'Who has switched off the fan?'

When you feel sultry and you wake up because somebody has switched off the fan. The result of the action switching off is given importance here.

It is not wrong to say — 'Who switched off the fan?'

Here your focus is on the person who did the action.

So the choice of the tense depends on which part you want to give importance to.

Present perfect tense is formed as —

Subject + have / has + Verb  
in the past participle form + C

A preparatory (or dummy) 'there' can also be used in the subject's position.

e.g. There has been a sudden increase in the price of gold.

**No time reference should be used with present perfect tense. But we can use some indefinite points of time.**

- e.g. 1. The train has left at 7.30 pm ✗ 2. The train left at 7.30 pm ✓  
3. The train has left ✓

The indefinite points of time in the present perfect tense sentences.

- \* I think I have seen you before.
- \* You have made the same request earlier.
- \* The children have not returned from school yet.
- \* I have read this book already.

- \* I have never visited a foreign country.
- \* Have you ever seen a cinema shooting?
- \* We haven't heard of the doctor's visit till now.
- \* Our train has just arrived.

**Complete the dialogue using the present perfect tense:**

A teacher asked each of his students to draw a picture on a sheet of paper. He went round the class to look at their drawings. One boy showed his work of art to the teacher. The sheet was blank.

Teacher : What \_\_\_\_\_ you \_\_\_\_\_ (do)? \_\_\_\_\_ n't you \_\_\_\_\_ (draw) anything?

Boy : Sir, I \_\_\_\_\_ (draw) the picture of a cow grazing.

Teacher : Don't try to fool me! Where is the grass?

Boy : The cow \_\_\_\_\_ (eat) all the grass.

Teacher : Ok! Where is the cow then?

Boy : As it \_\_\_\_\_ (eat) all the grass, it \_\_\_\_\_ (go) home, sir!

### The Present perfect continuous tense:

**Doctor :**        Since when    }  
                         How long    } has the child been suffering from colour blindness?

**Mother :** He has been suffering from colour blindness { ever since he was born.  
   since his birth.  
   for nearly six years.

Subject + have / has + been + V-ing + complement    → since  
   → ever since  
   → for

Use 'since' to a past point of time, word or phrase. Use 'ever since' to a past incident.  
Use 'for' for the total period of time.

### The past perfect tense:

✍ While the present perfect relates the present effect of a past action, the past perfect relates the presence of the effect of a past action at another past point of time.

e.g. Leela had a pet parrot in a beautiful cage. She loved it. She fed it with fruits and nuts. One day while hurrying to school, she forgot to close the parrot's cage. And when she returned from school, the cage was empty. We can express this using the past perfect.

This can be expressed using the past perfect tense as follows:

- ◆ Before Leela returned home, the parrot had flown away.
- ◆ After the parrot had flown away, Leela returned home.
- ◆ When Leela returned home, the parrot had already flown away.

### Now what have you arrived at:

- ✍ The two past actions did not take place at the same time.
- ✍ One was earlier and the other was later.
- ✍ The effect of the first action was present at the time of the second action.

**Think of your  
exam hall**

"Before I  
answered all  
questions, the  
final bell had  
rung."

### Change the following using the past perfect tense.

1. Only after reaching the railway station, I realized that I did not bring the ticket.
2. The accused was in jail for five years before he had been released.
3. The monkeys ate all the bananas in the tree and so there were no bananas left for us.



### Past perfect continuous:

- e.g. 1. I had been waiting for a long time before my bus came.  
2. People had been travelling on foot and by bullock carts for hundreds of years before other kinds of transport arrived.  
3. The building had been standing here for more than sixty years before it was demolished.

The form of the tense is

Subject + had been + V-ing + C

Basically, this tense is used to look back from a point of time in the past and talk about something that was in progress up to that point.

Now try to do the following:

- I. a. Raju \_\_\_\_\_ (watch) TV for an hour before the power \_\_\_\_\_ (go) off.  
b. The police \_\_\_\_\_ (try) to catch the thief several times when he \_\_\_\_\_ (catch) finally last week.

II. Joint the pairs of sentences using suitable time conjunctions (when / after / before) and write single past perfect continuous sentences.

1. a. The ONGC men were drilling for several months.  
b. Finally they struck oil.  
2. a. The British were ruling us for more than a hundred years.  
b. Then we got freedom.  
3. a. Mr. Abdul Kalam was working as a space scientist for several years.  
b. Then he was elected as the President of India.  
4. a. The Negroes in America were suffering as slaves for many decades.  
b. They were made free during Abraham Lincoln's presidency.

What have you arrived at:

This tense carries two time expressions –

- ✍ Expressing the duration of the first past continuous action.
- ✍ Expressing the (past) terminating point of the second action.

### Future perfect tense:

- e.g. a) By the end of March, we will have learnt all the lessons in our books.  
b) It is already late. By the time we reach the stadium, the match will have started.

### Modals

We have discussed action sentences in the present, past and future times in their different forms namely general, continuous, perfect and perfect continuous. These expressions are limited to time related concepts. At times we need to add ideas / special meaning to the main verbs to express aspects like ability, necessity, permission, wish etc.

There is no provision for this either in the main verbs or in the group of 'be', 'have', and 'do' helping Verbs. So we need a special group of helping verbs to do the special function. We have once such band of helping verbs called '**Modal auxiliaries**' or **Modals**. They express added meaning and feeling to the main verb. The following chart shows the list of modals and their normal moods added to the main verbs.

S.No	Modals	Meaning added to the main verb
1	Can	Ability, possibility, request, permission, capacity
2	Could	Request, ability and possibility (past)
3	Will	Intention, surety, willingness, prediction, permission (seeking – in questions)
4	Would	Probability, willingness, regular / habitual, past actions, wishes, request ( in questions)
5	Shall	Futurity, suggestion, intention, insistence
6	Should	Obligation, advice, duty, responsibility, necessity, expectation
7	May	Possibility, permission, wishes, concessions
8	Might	Permission, possibility, probability (lesser), concession
9	Must	Necessity, obligation, compulsion, certainty, conclusion (deduction)

The words '**need**', '**dare**' and '**used to**' are also used as modals at times. But they can be used as main verbs also. So they are called '**marginal modals**'.

Refer to the table and indicate the shades of meaning added to the main verb in each sentence.

e.g. Can you count the stars? (possibility)

I can ride a bicycle. (ability)

- How much oil can this container hold? ( )
- Will you give me your umbrella? ( )
- Shall we try another method to solve this problem? ( )
- May his soul rest in peace! ( )
- Do you see these foot marks? I think a tiger must have crossed this place. ( )
- You may do any job but you must not steal. ( ) ( )
- The school assembly starts at 8.30. You should be here before that. ( )
- I have written a letter to my father. I may get a reply.  
I might get a money order. ( ) ( )





Read and relax!!?

A canner can anything that he can. But he can't can a can, can he?



*Canner – a person who preserves things in containers for sale*

*Can (mv) – process of preserving*

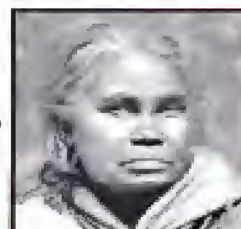
*Can (noun) – a container*



### Listening Skill

Your teacher will read out this newspaper article **twice**. Close your books listen, discuss and then answer her questions.

**Chinna Pillai to embark on a major mission: (Vani Doraisamy)**



Chennai: The most recognizable face of Tamil Nadu's community banking movement, China Pillai, leader of the Madurai based – Kalanjiyam Iyakkam, will soon be visiting Africa, the Netherlands and Mexico, spreading the message of Indian – style rural empowerment.

"For a movement that started with just Rs.20 each from ten people, we now have four lakh members spread across nine Indian States, Rs.100 crore in savings and Rs.200 crore in revolving loans. The mission now is to enlist rural poor from other countries and inspire them to take up community banking," "Chinna Pillai, who counts President Abdul Kalam among her admirers, told The Hindu during a recent visit to Chennai to receive the Doordarshan Podhigai award for meritorious social service. Working out of Azhagar Koil, Madurai, the 63-year – old has travelled all over the country speaking to rural women about community credits and microfinance.

"There have also been expressions of interest from South Africa after an NGO delegation from there visited us last year. We will soon be networking with NGOs in Tanzania and Ethiopia too and Chinna Pillai will be our resource person for all these initiative", according to M.P. Vasimalai, founder and executive director, Dhan Foundation. "This is a model that can inspire other developing countries too", Chinna Pillai adds. She will interact with NGOs in the African countries, using translator services.

1. Have you ever come across any elderly woman serving the people in your village / town? Share your experience with the class.
2. What is an NGO and what does it normally do?
3. How does Ms.Chinna Pillai help people in rural Tamilnadu?
4. Do you think you can be of a little help to her? In what way?
5. Which of these choices should lead people?  
(a) Crores of rupees (b) Love for the poor (c) Help from foreign countries.

### Speaking Skill:



Here are a few details about this famous Indian who 'flew away'. Collect more details, compile and present an **oral report**.

#### KALPANA CHAWLA

*'She left India as a student, but she would see the nation of her birth, all of it, from hundreds of miles above'. - George W. Bush, former President of the USA.*

Nationality	:	Indian
Status	:	Deceased
Born	:	March-17, 1962, Karnal, Haryana, India
Died	:	February 1, 2003 (aged 40) Over Texas, USA
Previous Occupation	:	Research Scientist
Time in space	:	31d 14h 54m
Selection	:	1994 NASA Group
Missions	:	STS-87, STS-107



She was one of the seven crew members killed in the Space Shuttle Columbia disaster.

*Tips for presenting the report orally.*

- ✍ Introduce yourself and your topic.
- ✍ Organize your expressions – presenting with first, secondly, thirdly...
- ✍ Restrict yourself to 3 main ideas, because the attention span of listeners may not be long.
- ✍ Start with an interesting sentence.
- ✍ Look at the people you are speaking to.
- ✍ Speak clearly and loudly.
- ✍ Smile and be confident
- ✍ Try not to say things like 'and-- uh-- then or and other stuff'.

### Writing Skill:



Do you have dreams to go to Space?

1. Write a letter to the Director, Indian Space Research Organisation, Sriharikotta expressing your desire to visit the Space Research Centre and interview the space scientists of India.

Impress upon the Director that though you are an ordinary person you want to achieve extraordinary things. Use this short poem by Christina Rossetti to elaborate and emphasise your request.



An emerald is as green as grass;  
A ruby red as blood;  
A sapphire shines as blue as heavens;  
A flint lies in the mud.








A diamond is a brilliant stone  
To catch the world's desire;  
An opal holds a fiery spark  
But a flint holds fire.



II. Write an article for your school magazine. The article should be on the need and advantages of educating and empowering women.

You can work on the following points.







-  The present status of girls in villages.
-  The parental attitude towards educating girl children.
-  The hurdles they face in their progress.
-  The social, economic, geographic, emotional aspects.
-  The possible strategies you suggest to improve their lot.

## Language Function









### 1. Debate

The topic for debate is 'Should girls be educated?' Get into three small groups. One group can be parents; the second boys and the third girls. Remember you should not fight or quarrel. Here are a set of ground rules for

-  participating in a debate.
-  Listen carefully to what others say.
-  Respect and accept ideas that differ from your own.
-  Pay attention to the reaction of your listeners.
-  Avoid gesture / remarks that will hurt others' feelings.
-  Wait for your turn patiently.

### 2. Project

Meet the Self Help Groups in your village. Collect information on;

-  how they work
-  what are the areas of focus
-  what assistance they get from the government
-  what plans they have to expand
-  how to enroll as a member
-  what support do they get from the community

Write a report and present it to the class.

## Poem

## Don't Quit

Here is a poem that encourages you to work towards your goal whatever be the obstacles



When things go wrong, as they sometimes will,  
When the road you are **trudging** seems all uphill,  
When the funds are low and the debts are high,  
And you want to smile but you have to sigh,  
When care is pressing down a bit,  
Rest, if you must - but don't you quit.

Life is **queer** with its twists and turns  
As everyone of us sometime learns,  
And many a failure turns about  
When he might have won had he stuck it out  
Don't give up, though **pace** seems slow,  
You might succeed with another blow.

Success is failure turned inside out  
The silver tint of the clouds of doubt  
And you can never tell how close you are;  
It may be near when it seems afar;  
So, stick to the fight when you are hardest hit.  
It's when things get worse that you mustn't quit.



### Glossary

**trudging** -  
walking slowly  
**queer** - strange  
**pace** - rate of  
movement

- Edgar A. Guest.

**Read the poem again, discuss and answer the questions:**

1. Identify the words / phrases that convey the tone of the poem.
2. Does 'uphill' have more meaning?
3. We do not **always** learn from life'. Which line in the poem expresses this?
4. The poet says, 'You might succeed with another blow'. Does he mean that you give the blow or receive the blow?
5. Which line sums up the whole theme of the poem?
6. Which lines in the poem appeal to you the most? Why?



## A Race in the Space

This is an extract from an interview “**Working Woman - Sunita Williams**” conducted by Nakasha Ahmed who lives in Ohio. This interview was published on oct 1, 2004 and posted in “Career Tags.”



Sunita Williams, an Indian American settled in America, is the first woman Astronaut who stayed in space for the longest period -195 days and while staying in the space shuttle 'Discovery' she ran the Boston marathon for 4 hours & 24 mins. This is also the first of its kind for a woman Astronaut. We are proud to have a person of Indian origin creating world records in space. She has been awarded Padma Bhushan by the Government.

Read the interview :

**Nakasha Ahmed: What prompted you to join the Naval Academy?**

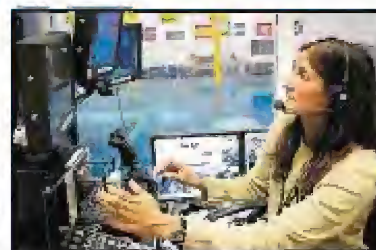
**Sunita Williams:** That's a good question. My brother went to the Naval Academy and told me, “This could be the place for you; because it is active, physically active. It's a part of the curriculum there. We grew up as competitive swimmers and our whole family is pretty active, grew up camping.

**Nakasha Ahmed: Describe a typical workweek at NASA.**

**Sunita Williams:** It's never typical. We get our schedule every Friday and there are so many things you need to learn about. Basically you need to learn about the basic systems of the American side of the space station and the Russian side. You need to learn about the heating system, all the energy, how to regulate that, power and motion control and how the space station orients itself.

**Nakasha Ahmed: How do you think being a woman or being South Asian has affected either your career or how you handled situations?**

**Sunita Williams:** It's been pretty transparent – may be I've been lucky or avoided acknowledging that I'm different. If you don't acknowledge there is a difference the people around you won't acknowledge there's a difference. And I think that's beneficial. But I do think that there's a little determination and persistence that came from my dad.





**Nakasha Ahmed:** What advice can you offer women / minorities (or anyone, really) if they hope to have a career in the space programme?

**Sunlta Willlams:** Don't let anyone tell you, "You can't do it". That's the biggest thinking. You do the best you can do at what you are doing and find out what you need do to get in this field.

**Nakasha Ahmed:** What would you be if you weren't in this career?

**Sunlta Willlams:** I'd always wanted to be a veterinarian – an influence from my father. He dld neuro science, and we grew up with sketch drawings of brains all over the dining room. And I have always loved animals. I am very, very lucky – there are people who have applied seven times. You can't waste your whole life away (waiting for a spot). Enjoy what you're doing, you'll naturally do it well, and if this opportunity comes up It's just a bonus.

**Nakasha Ahmed:** How supportive was your family about going to the Naval Academy and pursuing a career as a pilot? Did they have some other career in mind for you?

**Sunlta Willlams:** They were, "Go for it". My parents are wonderful. You didn't come home with bad grades, and you were going to go to college (were the basic rules). My mom came down to my flight school graduation ceremony. Amazed, but always very very supportive. My dad loves the space programme.

**Nakasha Ahmed:** What has been the best part of a NASA experience? The worst?

**Sunlta Willlams:** I think the best part is working with all the international partners. I've done a bunch of different jobs, worked with the Russians. I never thought I would be standing in Red Square, communicating in Russian. I also worked with Canadians. We have a bunch of people from all over Europe, Japan even Brazil. It breaks down any barriers – people are working together for one very cool project.



The only thing missing is – going out to sea. I miss the peacefulness of it.



## Nakasha Ahmed: What's the NASA selection process like?

**Sunita Williams:** You just apply, and all of the services (Army, Navy, Air force) have their own sort of small selection and they send names in to NASA. The NASA takes a look at a bunch of applications and goes through and chooses about 100 people or so. They come down for an interview and the interview is primarily a medical exam. They want to know your personality, are you a team player? Everything you do is team – oriented.

### Read the interview again and do the following:

1. What more questions would you ask, if you were to interview Sunita Williams?  
Write at least five questions.
2. Write a report about Sunita William's experience in NASA.  
Present your report to the class.

Here are a few tips for writing a report

**Sunita Williams  
headed for space  
again in 2012**

Washington, D.C. (UPI) — Sunita Williams will head to space for the second time in June 2012, the NASA announced on Sunday.

Born of Japanese parents in England, Dr. Williams is both the longest space flight of 196 days for a woman, Williams would be joined by flight engineer Michael J. Smith, Japanese astronaut Akihiko Hoshide on Soyuz 33 flight to the space station in June 2012.

The announcement was made by NASA and its international partners, the Russia Federal Space Agency and the Japan Aerospace Exploration Agency JAXA, which have designed the new International Space Station crew.

NASA said Williams would become the commander of the International Space Station.

In October 2012, selected by NASA in June 1998, Williams served as a flight engineer aboard the International Space Station. She launched with the crew of STS-116 on December 8, 2006, working with the station in December 12, 2006, as a backup at the Space Shuttle 28 crew. Williams established a world record for a woman with four spacewalks totaling 56 hours and 27 minutes of EVA.

Astronaut Peggy Williams is scheduled to fly the second in 2008 with her fellow spacewalkers. Williams completed her tour of duty as a member of the Expedition 15 crew returning to Earth with the STS-115 crew to land at Edwards Air Force Base on June 22, 2007. During her time in space, Williams broke the existing record by Sunita Lewis, setting a new record for the longest spacewalk.



Sunita Williams

First take notes and remember to do these :

1. Write the title of the interview and name the interviewer
2. Write what's this about.
3. Read for facts. Look for the main ideas. Write them down.
4. Add details that you want to remember.
5. What do you (reporter) think of the interview ? (or the book in case of Book report)
6. Check your notes carefully. Be sure they are complete and that you understand what they say.

*\*Answer for Do you know: The word is 'strengthlessness'*



## Unit 4 Prose

### The One Minute Apology

The legacy you leave is the one you live



#### Warming up:

- ✍ Discuss these questions in the class:
- ✍ Did you ever ignore a friend in need?
- ✍ Did you reject his genuine request for help?
- ✍ Did you feel sorry for what you did?
- ✍ Did you ever express regret to your friend?
- ✍ Do you think an apology and an excuse are one and the same?

During the Civil War President Abraham Lincoln was visited by Colonel Scott, one of the commanders of the troops guarding the Capitol from attack by the Confederate forces in Northern Virginia. Scott's wife had drowned in a steamship collision while returning home after a journey to Washington to nurse her sick husband. Scott had appealed to regimental command for leave to attend her burial and comfort his children. His request had been **rejected** as a battle seemed **imminent** and every officer was **essential**. But Scott, as was his right, had pressed his request up the chain of command until it reached the Secretary of War, Edwin Stanton. Since Stanton had also denied the request, the colonel had taken his appeal all the way to the top.



Scott went to his Commander - in - Chief in the presidential office late on a Saturday night, as the last visitor who was allowed in. Lincoln listened to the story and as Scott recalled his response, the President exploded, "Am I to have no rest? Is there no hour or spot when or where I may escape these **constant** requests? Why do you follow me here with such business as this? Why do you not go to the War Office which is in charge of all matters of papers and transportation?"

#### Glossary

**apology** - an expression of regret

**legacy** - something handed down by people who lived before

**rejected** - not granted

**imminent** - nearing

**essential** - important

**constant** - repeated



Scott told Lincoln of Stanton's refusal, and the President replied, "Then you probably ought not to go down the river. Mr. Stanton knows all about the necessities of the hour. He knows what rules are necessary, and the rules are made to be **enforced**. It would be wrong of me to **override** his rules and decisions of this kind: it might work disaster to important movements. And then, you ought to remember that I have other duties to attend to-heaven knows, enough for one man-and I can give no thought to questions of this kind. Why do you come here to appeal to my humanity? Don't you know that we are in the midst of a war? That suffering and death press upon all of us? That works of humanity and affection, which we cheerfully perform in days of peace, are all **trampled** upon and outlawed by war? That there is no room left for them? There is but one duty now - to fight!"

"Every family in the land is crushed with sorrow; but they must not each come to me for help. I have all the burdens I can carry. Go to the War Department. Your business belongs there. If they cannot help you, then bear your burden, as we all must, until this war is over. Everything must **yield** to the **paramount** duty of finishing this war".

Colonel Scott returned to his barrack, pondering over Lincoln's words: 'Am I to have no rest? Why do you follow me here with such business as this?... You ought to remember that I have other duties to attend to- heaven knows, enough for one man... I have all the burden I can carry'.



Early the next morning, Colonel Scott heard a rap at the door. He opened it and there stood the President. He took Scott's hands, held them and **broke out**: "My dear Colonel, I was a brute last night. I have no excuse to offer. I was **weary** to the last extent, but I had no right to treat a man with rudeness who has offered his life to his country, much more a man in great **affliction**. I have had a **regretful** night and now come to beg your forgiveness".

He said he had arranged with Stanton for Scott to go to his wife's funeral. In his own carriage the Commander-in-Chief took the Colonel to the steamer **wharf** of the Potomac and wished him Godspeed.

Source: An extract from the book, "The War years Volume III", Sangamon Edition by Carl Sandburg, copyright 1939/ Harcourt Inc. This particular episode on Abraham Lincoln is titled - "The Legacy you leave is the one you live."

#### Glossary

**enforced** - applied

**override** - set aside

**trampled** - crushed

**yield** - give in

**paramount** - most important

**broke out** - start suddenly

**weary** - tired

**affliction** - sorrow

**regretful** - feeling sorry

**wharf** - a landing stage along the shore.

Read the lesson again and answer the following questions.

I Say True or False:

1. Lincoln was tense about the war.
2. The Colonel wanted to break the rule.
3. Edwin Stanton recommended the Colonel's request to Lincoln.
4. Lincoln felt that saving the Nation is more important than grieving over personal loss.
5. No body except the army was bothered about the battle.
6. Lincoln did not mean to hurt the Colonel.
7. The President and Commander-in-Chief is one and the same person.

II. Read the third paragraph of the lesson and explain.

a) **"It would be wrong of me to override his rules and decision".**

Who does 'me' refer to?

Who made rules and decisions?

b) **"That there is no room left for them"**

What does 'them' refer to?

What does 'room' here mean?

III. Answer the following questions.

1. What do you think is the purpose of apologizing?
2. Do you think that Lincoln was wrong in being rude to the Colonel?
3. If you were President Lincoln, would you beg for forgiveness?

Learn some more words.

You know **Homophones** are words that sound similar but have different spellings and meanings. Here are a few from this lesson and a few more that are not in the lesson:

know - no	died - dyed
hour - our	lone - loan
there - their	steel - steal
bear - bare	break - brake
pair - pear	role - roll

A. Use the pairs of homophones to complete each sentence.

1. The thief broke open the \_\_\_\_\_ almirah to \_\_\_\_\_ the jewels.
2. The old man couldn't \_\_\_\_\_ the pain walking \_\_\_\_\_ foot on the rugged road after the rains.
3. It's very hard to say \_\_\_\_\_ to a person who you \_\_\_\_\_ very well.



**B. Write the homophone pair that matches each meaning**

- ☞ To indicate possession of third persons \_\_\_\_\_.
- ☞ To colour the hair or cloth \_\_\_\_\_.
- ☞ A mixture of Iron and Zinc \_\_\_\_\_.

**C. Read the lesson and complete the exercise on the words you've learnt.**

**Circle the correct answer for the following underlined words.**

1. A battle seemed imminent  
(a) important (b) immediate (c) imaginary
2. .... and the rules are made to be enforced.  
(a) compelled (b) made to follow (c) for the enemy
3. He took Scott's hands, held them and broke out.  
(a) broke his hands (b) went out of the room (c) started suddenly
4. I have had a regretful night  
(a) Lincoln had full rest that night.  
(b) Lincoln was feeling guilty that night.  
(c) Lincoln wanted to forget that night.

**Reading Skill:**



**Call Your President**

Read the following passage and do the task given in the end:



It was a hot summer day. Some soldiers were hard at work mending a collapsed bridge. The wooden bridge was very old but it was very essential. It connected the cantonment - the place where the soldiers camped - and the main town. All the supply to the army came only through the bridge. The captain was shouting at the top of his voice to quicken the work. The soldiers, tired and worn-out, were still working. They cut heavy branches, carried heavier dried logs and were sweating a lot. It was noon. The captain stood on one of the logs and watched the soldiers doing their work. His only work was to watch them and shout.

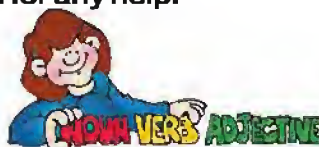


A man on a horse happened to pass by. He saw the poor soldiers struggling and the captain frowning at them. He got off his horse, went near the soldiers and gave them a helping hand. The soldiers felt very happy that they got at least a little support. That was enough to bring smile on their faces. The logs were in place. The work was over. The captain came down and thanked the man. He asked him, "Where can I meet you again?". The man turned to the soldiers, smiled and said, "Whenever you need help call your President".

That was George Washington, the first President of America.

1. Pick out the words from the passage that express
  - a) the soldiers' difficulty
  - b) the captain's indifference
2. Say True or False:
  - a) The soldiers were putting up tents.
  - b) The captain was of least help to them.
  - c) The captain did not show his authority.
  - d) The soldiers knew the man before.
  - e) George Washington scolded the captain.
  - e) The President can be called for any help.

## Grammar




### Active voice – Passive voice:

You have done Active voice – Passive voice last year. Here is a quick recap and a few more activities to strengthen your learning.

Locate the following sentences in the story 'The One minute Apology' and complete the details in the brackets.

1. His request **had been denied**..... (Para----line----).
2. ----and the rules **are made** to be enforced. (Para----line----).
3. That works of humanity and affection---- **are** all **trampled** upon and **outlawed** by war?(Para---line----).
4. Every family in the land **is crushed** with sorrow. (Para----line----).

All these sentences are in the passive voice

-  You know that Active voice can be used both with transitive and intransitive verbs. But passive can be used only with **transitive verbs**.

**I. Underline the verbs in the following sentences. In the blank on the right, write whether the verb is in the active voice or in the passive voice. The first one is done for you.**

1. Lots of things can be done on the internet. **Passive:**
2. Some people send more e-mail than paper mail. \_\_\_\_\_
3. Free online edition have been offered by many newspapers. \_\_\_\_\_
4. Chess and card games are played across the net by people who live on opposite sides of the world. \_\_\_\_\_
5. Radio station and recording clubs are playing music on the Internet. \_\_\_\_\_
6. Websites are used for official government postings, information and forms. \_\_\_\_\_
7. Manufacturers offer their products to their customers through the net. \_\_\_\_\_

### II. My first fishing expedition

Pick out the verbs given in bold letters and put them in the appropriate boxes as shown below the passage. The fishermen in our country **catch** fish in nets which **are made** of string. The nets **are carried** in boats, which take them out to sea and then drop them in.



The nets **do not sink** to the bottom of the sea because they **are held up** by pieces of cork. They **have** pieces of metal at the bottom, so that they **hang down** straight. Such nets **have been used** for hundreds of years and they **will probably be used** for hundreds of years to come.



Last night I **was taken out** by some of the fishermen. The long net **lay** in the bottom of the boat. It **had been folded** carefully before the boat **left** the shore, so that it **could be thrown** out into the sea slowly as the boat **went forward**. Two men **were rowing** and two **were standing** at the back **dropping** the net into the sea. A big lamp **was fixed** to the back of the boat. The fish **were attracted** by the bright light and **swam** towards it. Some **were caught** in the net and when it **was pulled up**, there were lots in it. As the net **was pulled** into the boat, the fish **were shaken** out of it. They **fell** into the bottom of the boat and **were left** there until the boat **returned** to the shore. Then the fish **were put** in baskets and **were taken** to the village, where the fishermen's wives **cleaned** them. While the fish **were being cleaned** the fishermen **were washing** their net.

Now the net **is being folded** again. In a few minutes, it **will have been got** ready for the next dropping. And so it **will continue** hour after hour and night after night as long as there **are** fishes in the sea..

Active	Passive
catch	are made

### Group Activities

#### (1) Passive voice used in Newspapers

Working in smaller groups makes your learning, active and permanent. Each of you in your group can bring newspapers in English and circle the headlines and news reports, highlighting the passive sentences. Use dictionaries wherever necessary to understand the meaning of new words. Passives mostly occur in crisp form in the headlines - not in long full sentences. You should expand them into proper sentences in your note book.

For example.

- a) Man struck by lightning in forest  
becomes  
A man was struck by lightning in a forest.

- b) - "Demo banned" (= Demonstration is banned). You can read the full report under such headlines and easily make out the passive sentences.

(2) **Describing Changes**

You can discuss and write sentences in passive voice about the changes that you see in your school, your village/city or with a pair of pictures before and after the change.

e.g. Our class room has been painted. New trees have been planted.

(Village) - The marshy land has been converted into a paddy field. The lakes have been desilted.

**Promises**

(3) Pick out from the newspapers the promises made in the election campaign. Write them in your note book.

They are invariably in the passive - in future tense.

e.g. More jobs will be provided for young graduates.

A new industry will be set up.

The main road in this town will be widened.

Overbridges will be constructed to ease traffic congestion.

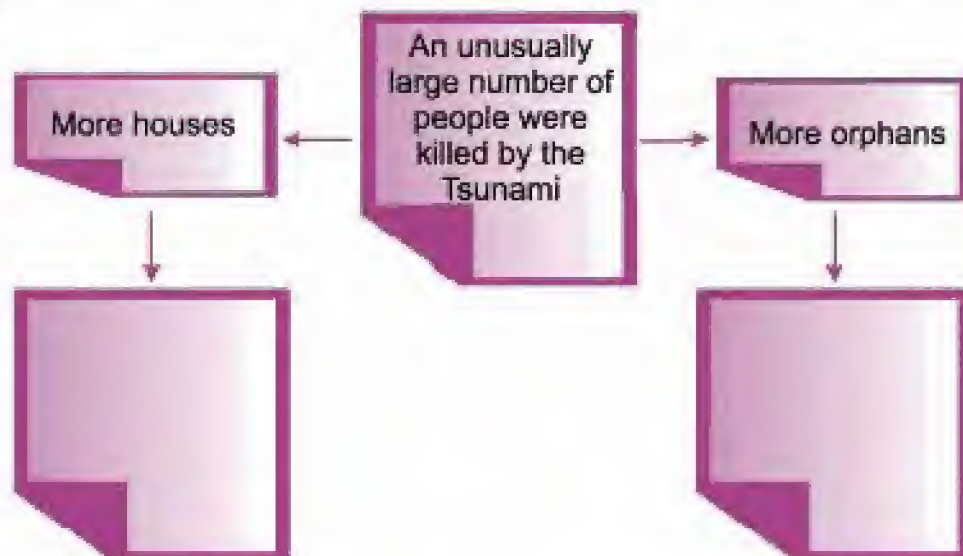
(4) **What is being done** - passive in the present continuous. On your way to school, you can notice a few things that are being done. Write a few sentences in passive form.

e.g. The road is being mended.

The telephone line is being laid.

(5) **Results of events** Passive in the past tense

Fill in the empty boxes in the following chart using passive forms of the verb in the past tense.





We are going to discuss the **imperative and interrogative** sentences in this part.  
Read the second paragraph of the story, 'The One Minute Apology.'

Locate these

"Am I to have no rest?"

"Is there no hour or spot when or where I may escape these constant requests?"

These are questions or interrogative sentences.

Read para 4

Locate this : "Go to the War Department". This is an imperative sentence.

### The Imperatives:

Choose a verb from the verb box to complete each command.

Eg: \_\_\_\_\_ a phone.

1. Find a phone.
2. \_\_\_\_\_ 108.
3. \_\_\_\_\_ clearly.
4. \_\_\_\_\_ your name.
5. \_\_\_\_\_ the address .
6. \_\_\_\_\_ the problem.
7. \_\_\_\_\_ any question.
8. \_\_\_\_\_ carefully.
9. \_\_\_\_\_ any instruction.
10. \_\_\_\_\_ for help.

#### Verb box:

Explain	Give
Dial	Listen
Answer	Speak
Find	State
Follow	Wait

### Activity

Directions for **making a book mark**.

Materials: Pencil, markers, crayons, paper, scissors and some paste.

One of you can **give these directions** in your group:

1. Draw the head of a bookworm on a paper and cut it out.
2. Draw two eyes and a mouth on the head.
3. Draw circles on the paper and cut neatly.
4. Paste the circles one below the other to make the book worm's body.
5. Fix the head of the book worm to the body.
6. Each time you read a new book, add another circle to the book worm.
7. Watch your book worm grow.



### Stance

While doing asanaas in your yoga class or exercises in the Physical Education class, the teacher gives you instructions to move the limbs and body in particular directions and keep postures. Here we use only imperatives. Write some of these directions.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

**Proverbs** are always imperative sentences – list out a few proverbs.

1. Make hay.....
- 2.
- 3.
- 4.

**Directing a person** Write the direction in two or three imperative sentences.

e.g. To go to a marriage hall in your town  
To go to the VAO'S office / Taluk office.

### The interrogative sentences

Let's learn more about the interrogatives There are two types of questions.

1) 'Wh' question or information question.

2) Verb questions or **'Yes / No'** questions. They begin with the helping verb **'be'/'do'/'have'** or modal auxiliaries.

For making a 'Wh' question you need the correct **question word** and the **correct word order**.

Here are a few tips for making 'Wh' questions.

The pattern - Question word + helping verb + subject + main verb + complement.  
(qw + hv + s + mv + complement.)

e.g. The students can wait for ten minutes.

How long      can      the student      wait?  
↓                    ↓                    ↓                    ↓  
qw      ----- hv ----- s ----- mv

Read this:

We shall meet again on Tuesday.

When shall we meet again?  
↓            ↓            ↓            ↓  
qw        hv        s        mv

### What shall we do if there is no helping verb in the sentence?

For example, a sentence like this (a) We met last week. (b) We meet twice a week.

The simple way is to insert the helping verbs 'do' / 'does' / 'did' and apply the structure qw+ hv + s+mv+c.

a) We **met** last week

↓                    ↓  
did      meet  
qw+hv+s+mv  
↓            ↓            ↓            ↓  
When did we meet?

b). We **meet** twice a week

↓                    ↓  
do      meet  
qw+hv+s+mv  
↓            ↓            ↓            ↓  
How often do we meet?

(and not use 'How many times do we meet?')



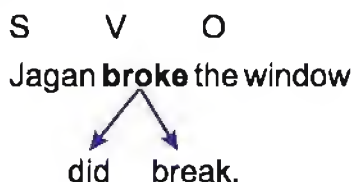
This rule is not applicable to questions for which the answer is the subject in the sentence. For example.

Jagan broke the window      Question: Who broke the window?

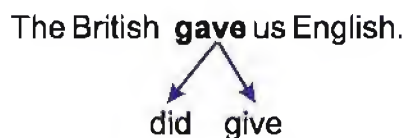
The British gave us English. Question: Who gave us English?

But the same sentences can get the frame QW+ hv+ S + mv applied, if the answer we want is the object.

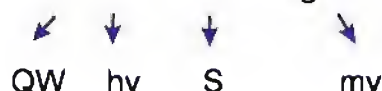
For example:



What did Jagan break?



What did the British give us?



You cannot apply this formula to 'be' sentence..

**e.g.** The cat is on the wall.      Question - Where is the cat?

Lincoln was the president of the USA.

The question should be, 'What was Lincoln?' (and not 'Who was Lincoln?')

### Activity:

#### Find someone with the answer:

Prepare slips of 'Wh' questions one in each slip. Get help from your teacher. You can make use of facts from science, mathematics, history and geography.

Prepare the corresponding answer in slips.

There should be more pairs of slips than the number of students in class to have reserve pile of slips. Each one of you can take a slip and search for your partner with the correct answer / question.

**Verb questions** start with a helping verb or modal auxiliaries as mentioned earlier and they require only 'Yes or No' as answer.

For Example:

- |                                    |  |
|------------------------------------|--|
| 1. Are you in class IX?            | 4. Is it handy?  |
| 2. Do you go to school by bicycle? | 5. Can you find out the meaning of any difficult word? |
| 3. Have you got a dictionary?      | 6. Will you help your friend use the dictionary?       |

### Activity

You can have a set of questions about persons "**What are you like?**" And ask your friends to answer. You can work in pairs or in groups and get to know your classmates.

1. Are you –

- sure of yourself
- interested in other people?
- usually happy?
- a hard working person?

2. Do you often help others?

3. Do you feel sorry if people don't like you?

4. Have you got a lot of friends?

5. Can you be patient with all the people?

### Question Tags

Let's do a quick revision of what you have learnt in earlier classes. The negative tags are used in positive statements and the positive tags are used with negative statements.

e.g. Children like ice cream, don't they? (The statement is positive so the tag is negative.)

Children don't like sitting idle, do they? (Negative statement, positive tag)

✍ Tags always begin after a comma, with a small letter and end with a question mark.

✍ Tags always end with a pronoun representing the subject in the main sentence.

e.g. We can't live without water, can we?

You will come in time, won't you?

### How to frame proper question tags

It is as simple as framing questions which you have just learnt.

✍ Use the helping verb if one is available in the sentence

✍ Introduce do, does, and use it in the question tag.

✍ For 'be' sentences use the 'be group' verbs as they are.

The only **exception** to the last rule is 'am'. It has a different tag in the positive sentence.

I am your teacher, aren't I / ain't I?

I am not your enemy, am I?

*The question tags for imperative sentences are different. They reflect the mood of the speaker*

☉ Stop crying, will you? ☉ Walk faster, can't you?

### Activity

Pick out 10 sentences each from the four units you have learnt. Rewrite the sentences with proper question tags. Remember to use the correct punctuation marks.



## Listening Skill

Listen to this simple poem carefully.



**I cried 1000 tears**  
On the day you left me  
I cried 1000 tears.  
For each tear I cried,  
There was a word to be said.  
No tears were enough  
To make you see what you were doing.  
No words were enough  
To stop this pain.  
As the tear drops fell,  
So you walked out the door.  
As the hurt increased,  
I faded more into the misery pit.  
On the day you left me  
I cried 1000 tears.  
These tears were not good enough for you -  
Now you are gone.

**-Anon**

We do not know whom this poem was written for. However, you may think of this in the context of Lincoln and his Colonel. Between them who do you think could have expressed this grief?

Lincoln to the Colonel? (or) Colonel to his wife? Discuss and give reasons for your choice.



## Speaking Skill

Read the lesson again. Debate on the following points.

One group may justify the colonel's request.

One group may justify Lincoln's stand.

Each member in the group can contribute an idea.

Groups can pose questions to each other as the following:

- Is it not proper to ask for leave, especially  
when the Colonel lost his wife?

The other group can argue in defence of Lincoln.



## Writing Skill

In the story, 'The One Minute Apology' Lincoln felt sorry for the Colonel and sent him to attend to the funeral of his wife.

Imagine a situation wherein Lincoln were very firm and would not allow the Colonel to go on leave.

Write a letter. The letter should be from the Colonel to his children. What would be his feelings? Express his feelings in at least ten sentences. You can make use of the following ideas:

- feeling sorry for the mother, for the children
- yet putting duty above the "works of humanity and affection".
- consoling the children
- promising to see them after the battle.

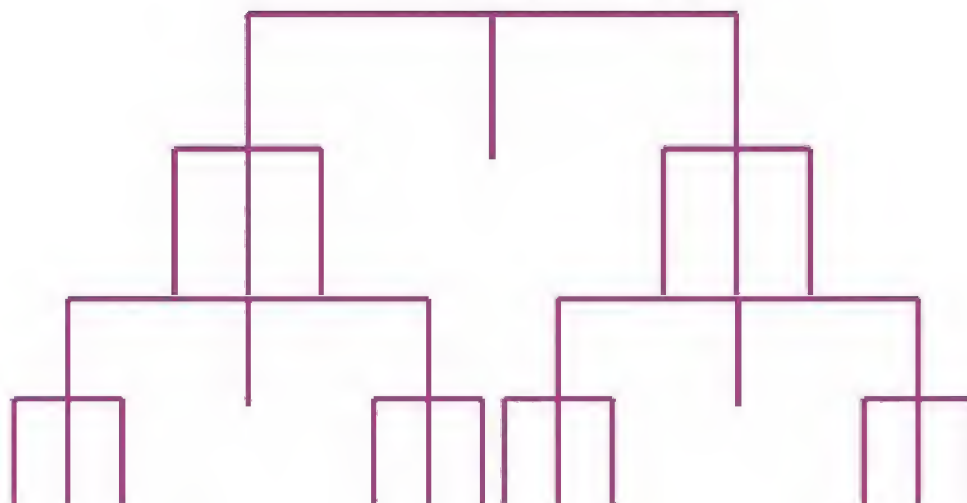
### Language Functions



### Project:

Pay a visit to the nearest Army/Naval/Air force base. Or search the proper website for collecting information on:

#### 1. The Organizational Chart. (Who reports to whom)



2. The Working conditions for the different categories of Officers.
3. The procedure followed in case a person wants to go on leave, during normal/routine working days.
4. The procedure for granting leave on days of emergency (war, floods, and other natural calamities).
5. The facilities provided for the person going on leave. After collecting the information, write a report on your project.

Write your report and present it to your class.



## \* The Apology

In this poem the poet seeks apology from the people working hard in the field, Does he feel guilty or does he justify himself? Read and find out from the poem.



Think me not unkind and rude  
That I walk alone in grove and glen;  
I go to the god of the wood  
To fetch his word to men.

Tax not my sloth that I  
Fold my arms beside the brook;  
Each cloud that floated in the sky  
Writes a letter in my book.

Chide me not, laborious band,  
For the idle flowers I brought;  
Every aster in my hand  
Goes home loaded with a thought.

### Glossary

glen	- a narrow valley
sloth	- lazy
brook	- a narrow stream
chide	- scold.
laborious	- hard working
aster	- a type of flower

There was never mystery  
But 'tis figured in the flowers:  
Was never secret history  
But birds tell it in the bowers.

One harvest from thy field  
Homeward brought the oxen strong;  
A second crop thine acres yield,  
Which I gather in a song.

Ralph Waldo Emerson

### I Answer the following:

1. Why does the poet apologize?
2. Who is he apologizing to?
3. Do you think it is right on the part of the poet to be idling away when the people are at work?
4. How does he justify his action?
5. Which lines in the poem do you like the most? Why?

### II. Collect poems/short verses in your language that have similar themes. Share it with others in the class.

## The Tears of the desert

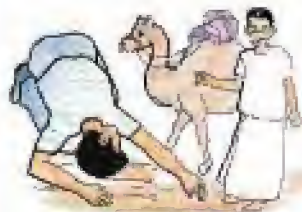
- Paulo Coelho

A friend of mine returned from Morocco with a beautiful story about a missionary who, as soon as he arrived in Marrakesh, decided that he would go for a walk every morning in the desert that lay just outside the city. The first time he did this, he noticed a man lying down, with his ear pressed to the ground and stroking the sand with one hand.



'He's obviously mad', the missionary said to himself. But the scene was repeated every day, and after a month, intrigued by this strange behaviour, he decided to speak to the stranger. With great difficulty, since he was not yet fluent in Arabic, he knelt down by his side.

'What are you doing?'



"I'm keeping the desert company and offering it consolation for its loneliness and its tears."

"I didn't know the desert was capable of tears".

"It weeps everyday because it dreams of being useful to people, and of being transformed into a vast garden where they could grow cereal crops and flowers and graze sheep".

"Well, tell the desert that it is performing an important duty", said the missionary. 'Whenever I walk in the desert, I understand man's true size, because its vast open space reminds me of how small we are, compared with God. When I look at its sands, I imagine all the millions of people in the world who were born equal, even if the world has not always been fair to all of them. Its mountains help me to meditate, and when I see the sun coming up over the horizon, my soul, fills with joy and I feel closer to the Creator.'

The missionary left the man and returned to his daily tasks. Imagine his surprise when, next morning, he found the man in the same place and in the same position.

"Did you tell the desert everything that I said?"

The man nodded.

"And it is still weeping?"

"I can hear every sob. Now it's weeping because it has spent thousands of years thinking that it was completely useless and wasted all that time blaspheming against God and its own fate."

"Well, tell the desert that even though we human beings have a much shorter lifespan, we also spend much of our time thinking we're useless. We rarely discover our true destiny."



"I don't know if the desert will hear that," said the man.  
"He's accustomed to pain, and can't see things any other way."

"Let's do what I always do when I sense that people have lost all hope. Let us pray."



The two men knelt down and prayed. One turned towards Mecca because he was a Muslim, and the other put his hands together in prayer because he was a Catholic. They each prayed to their own God, who has always been the same God, even though people insist on calling Him by different names.

The following day, when the missionary went for his usual morning walk, the man was no longer there. In the place where he used to embrace the earth, the sand seemed wet, for a small spring had started bubbling up there. In the months that followed, the spring grew, and the inhabitants of the city built a well there.



The\* Bedouins call the place 'The Well of the Desert's Tears'. They say that anyone who drinks from its waters will find a way of transforming the reason for his suffering into the reason for his joy, and will end up finding his true destiny.

\* Bedouin – locals in the desert

### Activity 1

Do the story mapping using the following broad outlines.

MAIN CHARACTERS
SETTING
PROBLEM
EVENT 1
EVENT 2
EVENT 3
SOLUTION

### Activity 2

Based on the details above write the summary of the story in about 200 words.

## The Marvellous Machine



### Warming up

1. I have enough electrical circuits to provide phone service for a good-sized city. I am also a kind of automatic pilot, keeping you from toppling over. Who am I? \_\_\_\_\_.
2. I am a one and a half kilo mushroom of grey and white tissue of gelatinous consistency. Who am I? \_\_\_\_\_.
3. I am the little hill that rises from the centre of your face. Who am I? \_\_\_\_\_.

Hi! I'm Kaavya, from class IX. Do you know who made that funny noise? It was my brother Kaushik, who is in class III. He is very **sensitive** to dust and dew. Just then my mother entered the bed room and found Kaushik daubed with talcum powder all over his body.

"That's it. Now I know the reason for your sneeze," said my mother. As soon as he heard my mother's voice, my inquisitive brother started asking a lot of questions like 'Why do we sneeze? Is it because of dust and dew? Are there any other reasons that make a person sneeze .....?.'

"Hello! Can we join you?" My cousins Prithi and Vino had just hopped in. They usually spend the weekends with us. Prithi, being a medical student, offered to clarify Kaushik's doubts. All of us sat around her with keen eyes and willing ears.

She started, "If you just sneeze, something is probably irritating or tickling the inside of your nose. Sneezing, also called sternutation, is your body's way of removing an irritation from your nose."

"When the inside of your nose gets a tickle, a message is sent to a special part of your brain called the sneeze centre. The sneeze centre in turn sends a message to all the muscles that have to work together to create the amazingly complicated process that we call the sneeze," Prithi went on.

"Some of the muscles involved are that of the abdomen, the chest, the diaphragm, the vocal cords and the throat.

Do you know?

The word '**ACHOO...**' stands for '**A**utosomal-Dominant **C**ompelling **H**elio-Ophthalmic **O**utburst'



1. What made Kaushik sneeze so loudly?
2. Have you seen animals sneeze?
3. What does 'sternutation' mean?

### Glossary

**sensitive:** affected by slight changes



Don't forget the eyelid muscles! Have you noticed that you always close your eyes when you sneeze? When some people are exposed to bright light, they sneeze. This condition is called **photic** sneezing," she added. She smiled at our eager faces and saw that we were listening intently, waiting for her to go on.

"Anything that irritates the inside of your nose can **trigger** a sneeze. Some common things include dust, cold air or pepper powder. When you catch a cold, a virus has occupied a place temporarily there and is causing a lot of irritation, which results in swelling at times. Some people have allergies, and they sneeze when they are exposed to certain things, such as pollen and animal **dander**. Have you ever had the feeling that you are about to sneeze, but it just gets stuck? Next time that happens, try looking toward a bright light briefly," she **chuckled**.

"Come on, lunch is waiting," came my mother's voice.

We all jumped up but Vino couldn't. "Ouch! I'm unable to stand. Someone please give me a hand!" pleaded Vino, **squirming** in discomfort.

Vino had been listening very keenly for almost 15 minutes, sitting with one leg tucked under him. When mother called us, he jumped up and one of his legs felt funny.

"Your leg has fallen asleep," said my mother. "If this happens, you know that for a short while you might have lost feeling in your foot. You might have felt your foot a little heavy and numb or you might have felt a pricking sensation."

"Many people say this is because the blood supply to your foot is cut off, but your nerves are more to blame. Nerves are like tiny threads or wires that run through your entire body. They form an astoundingly **intricate** network that carries messages back and forth between your brain and the various other parts of your body," proceeded mom.

"When we sit on our foot, we temporarily compress the nerves in that area. These nerves can't send messages back to the brain normally, and so for the moment, the connection is cut off and that part becomes numb. It's like a phone call where our friend hangs up and we haven't yet: Your brain is saying "hello," but your foot isn't able to respond," mother concluded.

"Hic! Hic!" All our attention turned towards Kaushik, who was eating his food hastily.

1. What is 'photic sneezing'?
2. What are some people allergic to?
3. How do you feel when you sneeze?

#### Glossary

**photic:** of light

**trigger:** cause something to happen

**dander:** small particles or scales of hair or feather

**chuckled:** laughed shyly

**squirming:** wriggling

**intricate:** complicated



"Don't eat in a hurry. Take it slow," instructed mom.

"Why does it happen to me always, mom? First sneezing and now hiccups. What did I do?" cried Kaushik.

"May be dad is thinking of you," I commented.

"It's your fault, dear. You are eating too fast. You should always chew your food and eat patiently," mother advised.

"As a matter of fact, hiccups arise from the muscle called the **diaphragm**," began Prithi. "This muscle separates your chest from your tummy. The diaphragm helps you to breathe. Sometimes, the diaphragm becomes irritated and moves jerkily causing your breath to come out funnily creating the silly sound. Eating too much too swiftly or nervousness could bring about hiccups. Usually hiccups last only a few minutes, but in some medical conditions, they may last for days and even weeks," said Prithi.

"AAHH! Kaushik! There's a cockroach on your chair!" I yelled. He instantly leaped off his chair and landed on the floor with a thud.

"It's gone," I squealed teasingly.

"What's gone?" Kaushik asked.

"Your hiccups," said I.

Only then did he realise that his hiccups had stopped. "How did this happen, sis?" he questioned.

"The most popular therapy for getting rid of hiccups is to have someone to scare you when you're least expecting it. Holding your breath and counting from 1 to 10 is another way. Sugar under your tongue helps too. Quite fascinating, isn't it?" I said.

By this time, we had finished our lunch. There was a huge bowl of ice cream, waiting to plunge us all in delight. As we were all eyeing it, my mother caught Kaushik looking at it longingly. She then put equal scoops of paradise into our waiting bowls.

"I scream, you scream, we all scream for . . . Wow!" exclaimed my brother.

Just then Prithi gave my knuckles a sharp rap. "Ouch! What was that for?" I asked irritably and I realised that I had been biting my nails. "What's wrong with nail-biting?" I asked.

1. What causes a person to hiccup?
2. How was Kaushik relieved from his hiccups?
3. What happens when a person bites his cuticles?



### **Glossary**

**diaphragm:** muscular wall below rib cage  
**cuticles:** the skin at the base of the nail



"When you bite your nails, you are breaking the skin and inviting germs into these openings. In fact, some people bite their nails and **cuticles** down so far that they bleed! When germs invade, they catch an infection. Speaking of germs, there are germs and grime under our fingernails and when we bite them, both can go into our mouth," said Prithi. On hearing this, Kaushik looked repulsed and gave a wriggle of disgust. Prithi grinned and went on. "Nail biting is a habit; you may not realise you are doing it. You should ask your parents, other family members and friends to tell you whenever they notice you biting your nails. If sheer willpower isn't getting you anywhere, you might want to ask your mom or dad to buy you a special colourless nail polish that makes your nails taste awful. This can help you learn to stop biting them. It also helps, if you keep your nails short and clean. Then you have nothing to bite on!! Look at my **manicured** nails. Aren't they lovely?" concluded Prithi with pride.

As we were chattering and giggling, we saw Vino yawning.

"Am I boring you Vino?" asked Prithi.

"Not really. I just couldn't control that yawn. Could you explain this phenomenon of a yawn?" replied Vino.

"For that we'll first have to understand what happens when we breathe. Normally, when we breathe in, we inhale oxygen and our body uses it up. The body makes a waste product called carbon dioxide that is exhaled from the lungs when we breathe out. When are we sleepy, bored or tired, we breathe more slowly. Our body requires oxygen and needs to discard the carbon dioxide. So, our brain makes us take an extra breath, which is deep and long thus a yawn is born. Hence we obtain more of oxygen and purge ourselves of the excess carbon dioxide," said Prithi.

"I've read in books that a yawn is contagious, in the sense that it can easily spread to the person who is observing the other person yawning. A common belief is that one should always screen his mouth while yawning; otherwise the soul may escape from the body. These beliefs may have **originated** to discourage public yawning, and also to maintain public health, as yawning might facilitate the spread of diseases. So, next time we feel the urge to yawn, we should make sure that we cover our mouth effectively," I ended.

"Now that both our stomach and brain are full we owe ourselves some well-earned **respite**. Time for a short **siesta**," said my mother smiling.

1. How are finger nails helpful to us?
2. What does the term 'pedicure' denote?
3. Do you bite your nails? When? Why?
4. When do we yawn?
5. Is yawning contagious?



### Glossary

**manicured**: cosmetic treatment of the hands and the nails

**originated**: started / came from

**respite**: break

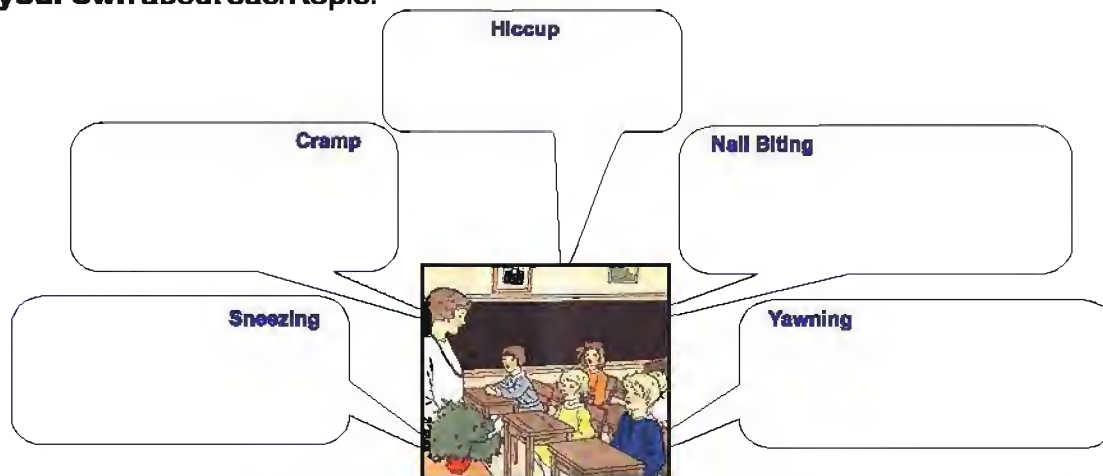
**siesta**: to sleep for a short while

**marvellous**: causing great wonder / surprise

Our body is undoubtedly by far the grandest, the most complex and the most **marvellous** machine ever built by God. We are also more familiar with this piece of Ingenuity than with any other – each one of us spends every moment of our lives with this exquisite masterpiece of nature. However, the truth is that we take our bodies far too much for granted. Let's vow solemnly now to prize it as one of our most treasured possessions!

## RECALL

1. What are the muscles involved while sneezing?
2. What makes your leg fall asleep? What term do we use to denote this numbness?
3. How can you prevent biting your nails?
4. What are the myths you come across in this lesson? Do you believe in superstitions?
5. Write a paragraph about the 'marvellous machine' we have read about.
6. Can you guess the name of a man-made machine competing with the human brain? Write a few lines about its use in this modern world.
7. The following are the topics dealt with in this lesson. Now write two sentences of **your own** about each topic.



## Vocabulary

**I. Choose the most appropriate synonyms of the italicised words from the four alternatives given with each sentence.**

1. Sheela *glanced* at the books in the library.

a. bewildered      b. looked      c. blinked      d. pondered

2. Rajesh *daubed* his face with water colours.

a. smeared      b. wiped      c. washed      d. clouded



3. The buzzing mosquitoes irritated the child.  
a. annoyed      b. scared      c. confused      d. enthused
4. No one could notice the error in my essay.  
a. information      b. spot      c. ignore      d. read
5. Shakespeare is an exquisite playwright.  
a. refined      b. mediocre      c. ordinary      d. average

**II. Choose the most appropriate antonyms of the italicised words from the four alternatives given with each sentence.**

1. We inhale oxygen when we breathe in.  
a. yawn      b. exhale      c. hiccup      d. burp
2. The human body is a complicated machine.  
a. simple      b. complex      c. intricate      d. extraordinary
3. Traffic police are posted at all main roads to discourage drunken driving.  
a. forbid      b. encourage      c. establish      d. avoid
4. The students read the story hastily.  
a. temporarily      b. quickly      c. hurriedly      d. leisurely
5. Rahul was inquisitive to know the secret.  
a. curious      b. incurious      c. notorious      d. eager

III. You come across the idiom '**on my toes**' in the lesson. Now look at the following idioms. They are all associated with the parts of the body. Let's understand their meanings:

- ❖ **see eye to eye** – agree
- ❖ **put one's foot in one's mouth** – to say something embarrassing and then realize it was bad
- ❖ **stay on one's toes** – be ready or prepared for something
- ❖ **keep an eye on** – watch something to make sure it is okay
- ❖ **lend/give someone a hand** – to help with something
- ❖ **be in over one's head** – be in a situation that is very difficult
- ❖ **keep one's fingers crossed** – to hope that something good will happen
- ❖ **get cold feet** – get nervous
- ❖ **have one's heart set on something** – really want something

**III. Rewrite the given sentences choosing the correct idiom from above instead of the words underlined.**

1. Firefighters have to be prepared as they have to fight a fire at anytime.
2. Could you take care of my bike while I go to the store?
3. Kumar was in a very difficult situation when he missed his flight to London.
4. I'm hoping that I'll get the I rank this term.
5. My son Theo really wants that bike. Maybe I will buy it for his next birthday.

#### IV. Abbreviations and Acronyms

\***Abbreviations** are shortened forms of a word or phrase.

- |                           |                             |
|---------------------------|-----------------------------|
| 1. <b>etc.</b> – etcetera | 4. <b>tsp</b> - teaspoonful |
| 2. <b>Ltd.</b> – Limited  | 5. <b>pg</b> - page         |
| 3. <b>Mt.</b> – Mount     | 6. <b>Vs</b> - versus       |

One style of abbreviation combines the initial letters of each word in a series.  
Example : **extra sensory perception**, which is **ESP**.

Acronyms are words derived from the initials of several words.

Example: National Aeronautics and Space Agency - **NASA**

You would have come across the word “**ACHOO**” in your lesson. ‘**WHO**’, ‘**SAARC**’, and ‘**AIR**’ are also acronyms.

Use your dictionary and write five abbreviations and five acronyms in the space provided.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

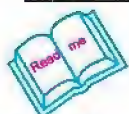
1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

**V. You come across the word 'dentist' in this Unit. Somebody trained and licensed to practise general dentistry is called a DENTIST. Find out what these people are called.**

One who specialises in

- ◀ Heart disease \_\_\_\_\_
- ◀ Nervous disorder \_\_\_\_\_
- ◀ Skin disease \_\_\_\_\_
- ◀ Mental disorder \_\_\_\_\_
- ◀ Bones \_\_\_\_\_
- ◀ Kidneys \_\_\_\_\_

#### Reading Skill



Read the newspaper article given below. Form groups and put down the ideas conveyed in it in five points.

**CHENNAI** : When Hakim, a 43-year-old lawyer from Egypt, flew down to Chennai on June 9 to treat his ailing heart, he never thought that he would be flying back to his native land with an Indian heart.



Through one of the rare heart transplants into a foreigner, doctors at Frontier Lifeline gave a new lease of life to the Egyptian on June 30, thanks to the magnanimity of the relatives of a 52-year-old man who had died in a road traffic accident.

The Egyptian's heart was failing despite the coronary artery bypass he had undergone in 2007. He came to the city on June 9 hoping to have another surgery, but in the last week of June he was wait listed for a transplant. On Friday, he was smiling from the intensive care unit of the hospital, with a new heart beating in his chest.

The heart was harvested at Stanley Medical College and brought to Frontier Lifeline in a record 19 minutes in peak hour traffic as the traffic police arranged a green corridor at 7.20 pm. A team of doctors led by Dr Prasanth Vijayanth did the transplant at 7.30 pm on Wednesday. According to rules, an organ can be transplanted into a foreigner only if there is no Indian recipient available during the window period after the organ is harvested.

While it was the absence of an Indian recipient that came as a boon to the Egyptian, the state's cadaver transplant programme has come under severe criticism as hospitals licensed to do transplants have failed to prepare and update waiting lists of patients requiring transplants. Though nearly a dozen hospitals in the city are licensed to do heart transplants, the number of patients wait listed before the cadaver programme for heart transplants was less than twenty. (Courtesy TOI, 3<sup>rd</sup> July, 2010)

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

## Grammar

### A. Direct and Indirect Speech



You would have learnt in class VIII in detail about the rules you have to remember when you change a direct speech to indirect speech (reported speech).

**Now let us recall a few points:**

Saying exactly what someone has said is called direct speech (sometimes called quoted speech). It appears within quotation marks ("...")

- ☺ "Why does it always happen to me, mom?" questioned Kaushik. (Interrogative)
- ☺ "Aren't they beautiful?" asked Prithi. (Interrogative)
- ☺ "AAHH! The vanilla fudge has done it again!" exclaimed mom. (Exclamatory)

**The above sentences could be reported as**

- ☺ kaushik asked his mom why it should always happen to him.
- ☺ Prithi asked if they were beautiful.
- ☺ Mom exclaimed that the vanilla fudge had done it again.

**When transforming questions, check whether you have to change:**

- ✓ Pronouns
- ✓ Place and time of expression
- ✓ Tenses
- ✓ Use a question word / if / whether

With a question word	With an auxiliary
Direct speech: "How did it happen, sis?" Reported speech: He asked his sister <b>how</b> it happened.	Direct speech: "Am I boring, Vino?" Reported speech: Prithi asked Vino <b>if/whether</b> she was boring

**Exclamatory sentences** express a sudden outburst of some emotions such as **joy, sorrow, contempt, regret and surprise**. An exclamatory sentence has an exclamation mark after it which changes into a **full stop** in the indirect speech.

In indirect speech, the exclamatory phrase or word (interjection) is replaced by **exclaimed with joy, sorrow, regret, surprise and contempt**.





The connective 'that' has to be supplied in the indirect speech.

**Rewrite the given sentences in the reported form. Use appropriate subjects. One is done for you.**

1. "Hurrah! We **have** won the match!"  
He exclaimed **that** they **had** won the match
2. "Where did you get this interesting novel from?"
3. "Were you in town yesterday?"
4. "What a pity you didn't come for the field trip!"
5. "When do you intend paying me back?"

## B. Gerunds and Infinitives




Look at these sentences:

-  Walking is a good exercise.
-  Tom enjoyed walking.
-  Building model aeroplanes is a popular hobby.
-  Kaushik is fond of eating ice cream.

The words that are underlined are formed by the 'verb + ing'. We can see that these words are used as subject of a verb, the object or complement of a verb. It is a verb – noun, and is called a **gerund**. A gerund will always end in -ing.



Now let's see these sentences:

-  I love to walk.
-  I like to build model aeroplanes.
-  Kaushik loves to eat ice cream.

The words that are underlined also do the same work as the gerund. It also does the work of a noun. It is in the 'to be' form and is called the **Infinitive**. The Infinitive is not limited by person or number and only does its work as a verb. Read the following sentences. Identify the gerunds and Infinitives and write them in the space provided.

Example:

 The time to think is now.

to think

1. I regret missing the first scene.
2. The class wanted to paint.
3. Grammar is easy to understand.
4. Repairing the remote should not be difficult
5. Ram has an interest in reading.
6. Indra's hobby was growing roses.
7. To sing was Sheeba's hobby.
8. Jackson came to help Jerry.

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### Listening Skill



*(Listening to and following instructions)*

Have you come across people with unruly and indecent behaviour? If so, narrate some incidents, where people behave so.

Imagine you are all invited to dine with a VVIP. Your teacher will give you some instructions on how to dine on such occasions. Listen carefully and mime appropriately.

### Speaking Skill



*(Read the following interview with the 'Kalpana Chawla' Awardee, Dr. A. Pushpanjali, m/o the 15 yr old Hithendran – the organ donor.)*

**Interviewer:** Good evening, Madam. We are very happy to have you here with us. Have you ever thought that this incident would bring such awareness among the public?

**Dr. A. Pushpanjali:** No, we never thought that this incident would bring such awareness among the public.

**Interviewer:** Doctor, what made you both take such a decision?

**Dr. A. Pushpanjali:** Being doctors ourselves we have handled many critical situations. It was my husband's decision to donate our son's organs.



Hithendran

**Interviewer:** As a mother, was it easy taking such a decision for you?

**Dr. A. Pushpanjali:** As a mother, I hoped for a miracle to happen. Our education in this field played a major role. So, it was easy to accept it.

**Interviewer:** What impact did it create on the public?

**Dr. A. Pushpanjali:** The people were enlightened about organ donation. More people are coming forward to donate the organs of their loved ones once they are declared 'brain dead'.

**Interviewer:** How many people have benefitted from this incident? If so how?

**Dr. A. Pushpanjali:** From 2008 till date 86 people have donated their organs and 476 people have benefitted. Our decision has created a great awareness on organ donation among people. You could call it the 'Hithendran Effect'.

**Interviewer:** Are you happy about the award you have received?

**Dr. A. Pushpanjali:** I am very thankful to the TN Govt. for recognizing our act. This has triggered a chain reaction among the common people. The Govt. has also started an Organ donation Committee. Donation means '**jhf**'. Generally, by doing this act we don't expect anything in return. But after donating our son's organs and 70 people benefitting out of it, it is like we have won innumerable awards.

♣ *Every one of us should donate blood once in six months.*

♣ *Every one should pledge to donate his eyes after his natural death.*

♣ *Every one should pledge to donate all his vital organs in case he dies of brain death.*

**Interviewer:** Thank you, Madam. We are indeed honoured having you here with us today. **Organ Donors are Heroes! In the simplest of terms, heroes save lives and so do Organ Donors. They differ from the other donors. They live forever in those persons who receive the transplant of the donated organs.**

Form pairs. Imagine yourselves to be the interviewer and the interviewee. Prepare for an imaginary interview with the following personalities. Read it aloud for the others to listen.

♦ Kalpana Chawla

♦ Dr. A.P.J. Abdul Kalam

♦ A.R. Rahman

♦ Spiderman

### Writing Skill



#### A. Letter Writing – Informal

Your friend is very fond of junk food. He /She keeps eating anything anywhere anytime. Write a letter to him / her asking him / her to change his / her habit of eating JUNK FOOD and to become more health conscious.

B. News Paper Writing - Here are a few tips on how to write an article for a newspaper.



The beginning of each newspaper article (the first paragraph) is called the **lead** (one or two sentences long); the lead should summarize the main facts of the article, telling the 5 W's (who, what, when, where, and why) and how. The first paragraph should also contain a **hook**, something that grabs the reader's attention and makes the reader want to read the rest of the article.

**Write an article to the newspaper about the awareness programme on eye donation you attended recently. Follow the tips given above.**

### Language Functions



**A. One of your friends needs your help to fill in this admission form. Please do the needful.**

Patient's Name		
Age		
Sex	Male / Female	
Address		
Contact No.	Phone:	Mobile:
Ailment		
Admitted on		
Name of the Patient's caretaker		

**B. Here are a few words associated with hospitals. Translate the following into your mother tongue.**

OPERATION THEATRE	
INTENSIVE CARE UNIT	
CHEMIST'S SHOP	
OUT PATIENTS	
VISITING HOURS	
BLOOD BANK	
EMERGENCY CARE UNIT	
AMBULANCE	

## Poem

### Be Glad Your Nose Is On Your Face

*Jack Prelutsky was born in Brooklyn, New York in 1940. He is the author of more than 50 poetry collections. He has also set his poems to music on the audio versions of his anthologies. He often sings and plays guitar on most of them.*

Be glad your nose is on your face,  
not **pasted** on some other place,  
for if it were where it is not,  
you might dislike your nose a lot.

Imagine if your **precious** nose  
were **sandwiched** in between your toes,  
that clearly would not be a treat,  
for you'd be forced to smell your feet.

Your nose would be a source of **dread**  
were it attached atop your head,  
it soon would drive you to **despair**,  
forever tickled by your hair.

Within your ear, your nose would be  
an absolute **catastrophe**,  
for when you were obliged to sneeze,  
your brain would rattle from the breeze.

Your nose, instead, through thick and thin,  
remains between your eyes and chin,  
not pasted on some other place—  
be glad your nose is on your face!

- Jack Prelutsky

'Our nose is our personal air-conditioning system: it warms cold air, cools hot air and filters impurities.'



#### Glossary

**pasted** - stuck  
**precious** - valuable  
**sandwiched** - pressed between two things  
**dread** - fear  
**despair** - lose hope  
**catastrophe** - sudden great disaster



## Appreciation

### (Rhyme scheme)

You have learnt what 'rhyme scheme' is in Unit - 1.

Stanza 1			Stanza 2		
face	-	a	nose	-	a
place	-	a	toes	-	a
not	-	b	treat	-	b
lot	-	b	feet	-	b

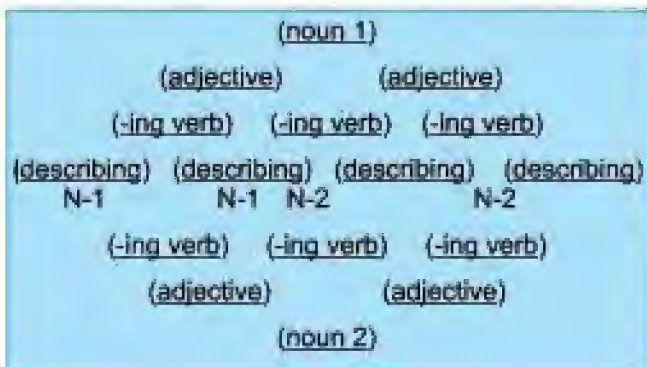
Mark the rhyme scheme for the other three stanzas.

### Let us understand

1. What is the rhyme scheme followed in this poem?
2. Pick out five pairs of rhyming words from the poem.
3. 'Be glad your nose is on your face,  
not pasted on some other place,'
  - a) Why does the poet ask us to be glad?
  - b) What would have happened if the nose was pasted on your head?
4. 'Within your ear, your nose would be an absolute catastrophe,'
  - a) Where would the nose be an absolute catastrophe?
  - b) Why would it be a catastrophe?
5. Imagine that your nose is placed on your forehead. How would you react to it?

### Project

You would have learnt about 'cinquain' poems in class VI. Have you heard about 'Diamonte' Poems? A Diamonte Poem is arranged in a diamond pattern using seven lines in the following manner:



Teacher

Strict, patient

Teaching, helping, motivating

Philosopher, guide, playful, naughty

Reading, writing, talking

Clever, studious

Student.

Here is an example of a diamonte poem about a teacher and a student.

Try to find some more interesting 'diamonte' poems and write them in your note.

## Visit to the Dentist

- By Eric - Franke

### Let's Laugh and Think as Well!

- ✓ "Open wider," requested the dentist, as he began his examination of the patient. "Good God !" he said startled. "You've got the biggest cavity I've ever seen - the biggest cavity I've ever seen." "OK Doc !" replied the patient. "I'm scared enough without you saying something like that twice." "I didn't !" said the dentist. "That was the echo."
- ✓ A little boy was taken to the dentist. It was discovered that he had a cavity that would have to be filled.  
"Now, young man," asked the dentist, "what kind of filling would you like for that tooth?"  
"Chocolate, please," replied the youngster.
- ✓ Young lady to father "Daddy, when I grow up shall I become a heart-doctor or a tooth doctor."  
"Dentist" "Why father?" "We have only one heart, but 32 teeth!"

I was just entering the door when Beena said, "The dentist's office called to remind you of your appointment for tomorrow." "Well thank you for bringing me that piece of happy news," I replied. "I am so excited about seeing Dr.'Pain' again." "Oh! Don't be such a child," Beena replied. "Dr. Mary is part of the group of medical professionals that tend to your health and your well being." "Maybe so," I said "but sometimes I really think I envy people with false teeth. They can just mail them in to get them taken care of."

As I stepped off the elevator on the sixth floor of the Professional building that familiar scent hit me. It was that same unique scent that all dentists' offices have. "Good morning Mr. Frankel And how are you today?" chirped the happy receptionist. "Let me tell you," I said. "I was doing OK until I stepped off the elevator and got a whiff of that smell. It always brings back memories of pain and suffering." "Oh, come on now Mr. Franke, we are not that mean, are we?" I chose to ignore her comment and settled down to read a magazine. But the happy receptionist kept chattering about a variety of unimportant matters. "Oh, by the way, Mr. Franke, for our records we need to know if you have a middle initial." "No, I do not," I replied. "I come from a very poor family and we couldn't afford middle names." "Oh! How cute! You are a real comedian, aren't you Mr. Franke?" she replied. After that encounter she stopped bothering me with her trivialities.

A roly-poly dental hygienist appeared in the doorway and pointed to me. "You are next, sir. Please follow me." We walked along a hallway with rooms on both sides. There were sounds of whizzing drills and moans of pain from patients in obvious agony.



Mundane elevator music formed the accompaniment for a scene reminiscent of a horror film. "Here we are, please be seated," said the hygienist and pointed to the chair. A bib was placed under my chin and I assumed it was intended to keep blood from ruining my clothes. She began to don all kinds of protective gear. Her hair was totally covered and she wore a mask and a complete face shield. She put on rubber gloves and seemed to be ready to begin. I tried to figure out if she was protecting herself or me. Perhaps she had some horrible disease that she didn't want me to catch. But I didn't think it was fair for her to be equipped as though she was going into space and all I had was a paper bib.

"I'm not hurting you, am I?" she mumbled from behind the face mask. Both of her hands were in my mouth so how did she expect me to answer? Why don't dentists work out some hand signals for the patient to use to respond? Like one finger for 'yes' and two fingers for 'no'.

After scraping and chiseling to remove the tartar buildup I was told to sit up to rinse. Getting up from the prone position in the chair is not an easy task. My legs were flailing wildly and I almost ripped off the armrests while trying to get my big body to a sitting position. I was sure that this was a wonderful way to tighten your stomach muscles but that wasn't the reason for me being here.

"Now," said my bundled-up friend, "I am going to brush your teeth to make them shining-white and today we are featuring grape-flavored paste." "Oh no," I thought. "I hate the flavour of grape."

● Toothbrushes should be kept far away from the lavatory. Use special closed containers to store them in a safer way.

After the hygienist had finished her part of the torture she rang a bell to notify Dr. Mary to come in to do the final examination. My friend had removed her protective garb and I finally got a look at her face. I couldn't help wondering why anybody in their right mind would spend their day groping in peoples mouths. There is absolutely nothing attractive about wide open, gaping jaws. No wonder they cover up the way they do.

Dr. Mary came into the room and greeted me warmly. "Well, let's see what we may find today," she said. I was praying that she wouldn't find something that would cause me some more pain. She probed and picked at each tooth and mumbled information to the assistant who was with her. "Let's keep an eye on this one," I heard her say. The assistant made some notes and I assumed it wouldn't be long before I'd have some work done in that area. "Oh," she said suddenly to the assistant. "Have you ever seen a mulberry molar?" She mentioned an elaborate medical term for this kind of tooth. "No," said the assistant, "but I remember learning about it in dental school." "Well, take a look," said Dr. Mary.

● Prolonged use of lipstick causes small damages of tooth enamel leading to formation of cavities.



Suddenly the assistant was in my mouth poking around and obviously excited to finally get to see a genuine mulberry molar. I was now a one man freak show. Hey, why not call in the other members of the staff and perhaps the patients in the waiting room would like to take a peek. At the next neighborhood cocktail party I must remember to show off this much priced possession. I would undoubtedly be the hit of the party with everyone wanting to poke around in my mouth. "He may have had some childhood disease that caused this," said Dr. Mary to the assistant, acting as though I wasn't even there. Well anyway I was glad that I could contribute to the furthering of their education. Perhaps I should get some consideration when it came to paying my bill.

"This was certainly one of the most expensive torture sessions I have ever experienced," I said to the happy receptionist when I got the bill. "Oh, come on now Mr. Franke," she responded. "Why don't you show me a big smile so I can see your shiny white teeth? There, now you are ready to go out to charm the entire world. Have a nice day!"

"Tell me, how it went on at the dentist?" Beena asked when I got home. "Well, I just learned that I have a mulberry molar which is evidently something that is extremely rare. I have decided to sign on with the next sideshow that comes to town because I think I can make a lot of money with it." "Oh boy, you are a real comedian, aren't you?" "Funny, that's what the happy receptionist thinks too.

**whizzing:** a humming / buzzing noise  
**bib:** a pair of overalls that covers the chest  
**flailing:** moving uncontrollably  
**garb:** apparel  
**groping:** examining  
**mumbled:** muttered

### Thinking About The Story

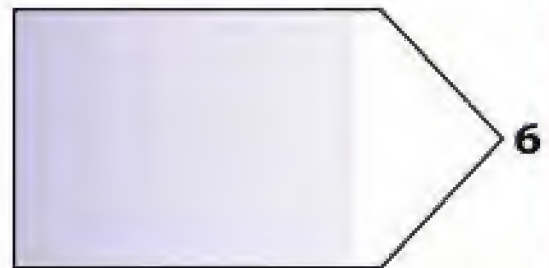
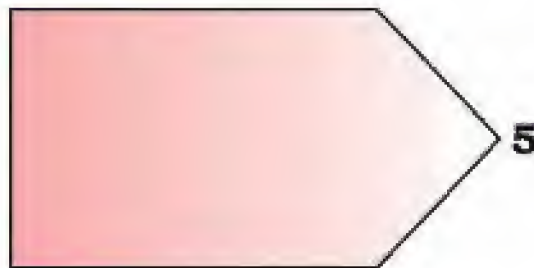
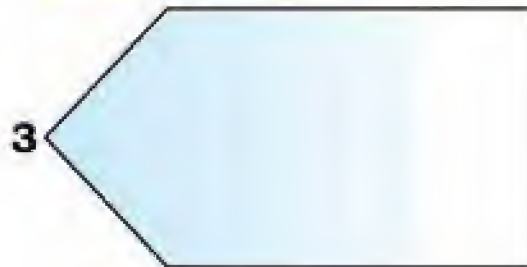
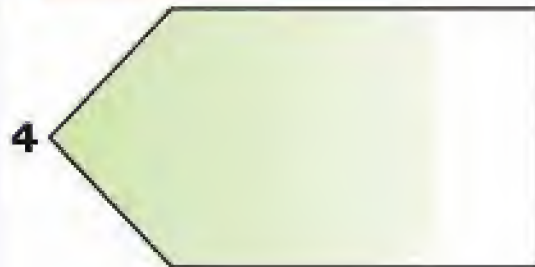
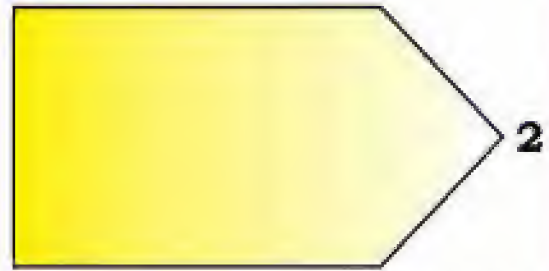
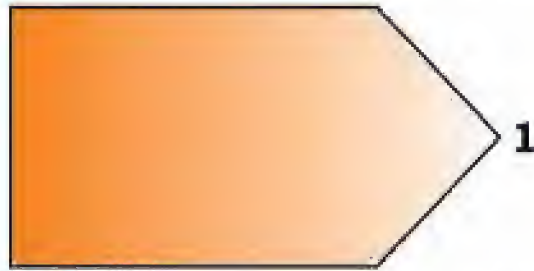
1. Why did Mr. Franke hate going to the dentist.
2. Which part of the story did you enjoy the most? Why?
3. Have you ever been to a dentist? If 'yes' share your experience with your friends.

### Project

Visit your family dentist and collect some important tips on dental health and hygiene. Collect some rare photographs from him and make a scrap book. Display it in your classroom or circulate it among friends.



**A. Fit in the sentences given below in the correct sequential order:**



Dr. Mary came in after the hygienist finished her work. Dr. Mary was surprised to see a mulberry molar in his mouth.	When he reached the sixth floor, he was greeted warmly by the receptionist.
He was then called in by a roly-poly hygienist and asked to tie a bib under his chin.	Beena informed Mr. Franke about his appointment with the dentist, Dr. Mary
She immediately called her assistant and showed her this strange tooth. This made the author feel very embarrassed.	She scraped and chiselled to remove the tartar from his teeth and asked him to rinse his mouth with grape-flavoured paste.

## Unit 6 Prose

### Miriam's Letter



Here is an interesting conversation between Rohit and his mother

- Mother : Rohit ! Rohit! Come on! Your breakfast is ready! Where are you?  
 Rohit : Mom! I'm coming wait...  
 Mother : Oh! You are with your cell phone!  
 Rohit : I have an interesting message! Come and read it!  
 (Mother reads the message)  
 Mother : Oh! I can't make head or tail of it!  
 Rohit : The message is "kd u pls join 2morrow for da b'day party"  
 Mother : You have the world in your palm!  
 Rohit : Certainly mom! We do not have time at all.  
 Mother : (Nostalgically) In our days, we used to be waiting for the postman's arrival. He used to read to those who couldn't read and write letters.  
 Rohit : In today's fast track world, we are hard pressed for time! Please understand!  
 Mother : Letters are like messengers. They carry personal, casual and sentimental messages. Today's SMS is more mechanical. The SMS has only evolved from the age old practice of writing letters.  
 Rohit : Mom! If you don't adopt modern technology, you will only be a spectator in the march of civilization.  
 Mother : I would like to be a spectator only. The love, the warmth and the personal touch are lacking. mmmm... Do you write letters to your dear ones?

The story we are going to read is about a "Letter" – a father waiting for a letter from his daughter.

In the grey sky of early dawn stars still glowed. An old man was walking through the town, drawing his **tattered** cloak closer to shield his body from the cold and biting wind. Except for the occasional bark of a dog, or the screech of a bird disturbed before its time, the whole town was wrapped in deathly silence. Most of its **inhabitants** were still in the arms of sleep. The old man, shivered at times but **plodded** on till he came out of the town-gate on to a straight road. On one side of the road was a row of trees, on the other side the town's public garden. At the end of the garden stood a handsome building of the newest style, and the light **gleamed** the **crevices** of its closed doors and windows.



Which part of the day is the story set?  
 Why were the streets deserted?

#### Glossary

**tattered**- ragged  
**inhabitants**- resident, dweller  
**caressing**- gently touching  
**plodded**- walked heavily  
**gleamed**- glowed





As soon as he saw the wooden arch of this building, the old man was filled with hope and joy. On the arch hung an old board with the newly painted letters "Post Office". The old man went in quietly and squatted on the veranda. The voices of two or three people busy with their routine work could be faintly heard through the wall.

"Police superintendent", a voice called sharply. The old man stared at the sound, but composed himself again to wait. But for the faith and love, that warmed him, he could not have borne the bitter cold.

Name after name rang out from within as the clerk read out the English addresses in the letters and flung them to the waiting postmen. From long practice he had acquired great speed at reading out the titles –Commissioner, Superintendent, Diwan Sahib, and Librarian - in flinging the letters out.

In the midst of this procedure a jesting voice from inside called, "Coachman Ali!"

The old man got up, raised his eyes to heaven in gratitude and stepping forward put his hands to the door.

"Gokul Bhai!"

"You called out Coachman Ali's name, didn't you? Here I am. I have come for my letter."

"Yes. Who is there?"

"It's an old man, sir, who worries us by calling everyday for letters that never come," said the clerk to the postmaster.

The old man went back slowly to the bench on which he had been accustomed to sit for five long years.

Ali had been a clever hunter once. As his skill increased so did his love for the hunt. Soon it became an **obsession**. Not a day passed without Ali setting out with his gun. People said that when Ali sighted the earth-brown partridge, almost invisible to other eyes, the poor bird, was as good as in his bag.

What was Coachman Ali's favourite sport?  
How good was he at hunting?

### Glossary

faintly - indistinctly  
accustomed to - got used to  
obsession - an idea for feeling that completely occupies the mind



The East India Company opened a post box in Bombay in 1688. This was the beginning of the Postal system in India

His sharp eyes saw the hare crouching even when the dogs failed to see the creature cunningly hidden in the yellow brown scrub, Ali's eyes would watch the sight of his ears; and in another moment it was dead. Besides this, he would often go out with his friends, the fishermen.

But when the evening of his life was drawing near, he left his old ways and suddenly took a new turn. His only child, Miriam married and left him. She went off with a soldier to his regiment in the Punjab, and for the last five years he had no news of this daughter, for whose sake alone he dragged along a cheerless existence. Now he understood the meaning of love and separation. He could no longer enjoy the sportsman's pleasure and laughter at the **bewildered** terror of the young partridges **bereft** of their parents.

He gave up hunting and spent all his time reflecting upon his life and admiring the beauty of the lush green fields. He reflected deeply, and came to the conclusion that the whole universe is built up through the love and that the grief of separation is inescapable. And seeing this, he sat down under a tree and wept bitterly. From that day he rose at four o'clock each morning to walk to the post office. In his whole life Ali had never received a letter, but with a devout **serenity** born of hope and faith he persevered and was always the first to arrive.

As Ali waited, peons would come for their firms' letters - these smart young peons in their spotless turbans and creaking shoes were always eager to express themselves. With great enthusiasm they would exchange news from their various offices. One day, Ali was there as usual and did not move from his seat when the door was opened.

"Police Commissioner!" the clerk called out, and a young fellow stepped forward briskly for the letters. "Superintendent!" Another voice called. Another peon came. And so the clerk, like a worshipper of Vishnu, repeated his customary thousand names.

At last they had all gone. Ali got up too and saluting the post-office as though it housed some precious **relic**, went off, a pitiable figure, a century behind his time.

"That fellow", asked the post-master, "is he mad?"

1. What made Coachman Ali realize the pangs of separation?
2. Why did he give up hunting?
3. Why did Coachman Ali cry bitterly?

#### Glossary

**bewildered** - confused

**bereft** - lonely/  
abandoned

**serenity** - calmness

**relic** - an object kept  
for its association with  
the past; a memento.



PIN Code- Postal Index Number is the post office numbering or post code system used by Indian Post. PIN Code has six digits and was introduced on 15<sup>th</sup> August 1972.

"Who sir? Oh, yes" answered the clerk, "He has been here every day for the last five years. But he doesn't get any letters."

"Who does he think will have time to write a letter every day?"

"But he is a bit mad, sir. In the old days he committed many sins; and maybe he shed some blood within some sacred **precincts** and is paying for it now," the postman added in support of his statement.

"Madmen are strange people," the postmaster said.

For several days Ali had not come to the post office. Everyone wondered why, but no one cared enough to find out the reason. At last he came again; but it was a struggle for him to breathe and on his face were clear signs of approaching end. That day he could not contain his impatience.

"Master Sahib," He begged the post master, "Have you a letter from my Miriam?"

The post master wanted to get out to the country, and was in a hurry.

"What a pest you are, Bhai!" he exclaimed **haughtily**.

"My name is Ali," answered Ali absent-mindedly.

"I know! I know! But do you think we've got your Miriam's name registered?"

"Then please note it down, brother. It will be useful if a letter should come when I am not here." For how should the villager who had spent three-quarters of his life hunting know that Miriam's name was not worth a pie to anyone but her father?

The postmaster was beginning to lose his temper. "Have you no sense?" he cried. "Get away! Do you think we're going to eat your letter when it comes?" and he walked off hastily.

Ali came out very slowly, turning after every few steps to gaze at the post office. His eyes were filled with tears of helplessness, for his patience was exhausted, even though he still had faith. Yet how could he still hope to hear from Miriam?

Ali heard one of the clerks coming up behind him, and turned to him. "Brother!" he said. The clerk was surprised, but being a decent fellow he said, "Well!"

1. Why did the men at post office mock at Ali?
2. Why did the Post Master call Ali "a pest"?

#### **Glossary**

**precinct** - a boundary

**haughtily** - arrogantly

ZIP codes are a system of Postal Code used by the United States Postal Service (USPS). ZIP is an acronym for Zone Improvement Plan. The basic format consists of 5 digits

"Here, look at this!" and Ali produced an old tin box and emptied five **golden guineas** into the surprised clerk's hands. "Do not look so startled," he continued. "They will be useful to you, and they can never be to me. But will you do one thing?"

"What?" "What do you see up there?" said Ali, pointing to the sky. "Heaven."

"Allah is there, and in His presence I am giving you this money. When it comes, you must forward Miriam's letter to me."

"But where – where am I supposed to send it?" asked the utterly bewildered clerk. "To my grave."

"What?"

"Yes. It is true. Today is my last day. my very last, alas! And I have not seen Miriam. I have had no letter from her." There were tears in Ali's eyes as the clerk slowly left him and went on his way with the five golden guineas in his pocket.

Ali was never seen again, and no one troubled to inquire after him.

One day, however, trouble came to the postmaster. His daughter lay ill in another town, and he was anxiously waiting for news of her. The post was brought in, and the letters piled on the table. Seeing an envelope of the colour and shape he expected, the postmaster eagerly snatched it. It was addressed to Coachman Ali and he dropped it as though it had given him an electric shock. He knew at once that this was the letter the old man had been waiting for: it must be from his daughter Miriam.

"Lakshmi Das!" called the postmaster, for such was the name of the clerk to whom Ali had given his money. "Yes sir?"

"This is for your old coachman, Ali. Where is he now?"

"I will find out, sir."

The postmaster did not receive his own letter all that day. He worried all night, and getting up at three, went to sit in the office, "When Ali comes at four o' clock," he **mused** "I will give him the letter myself."

After spending a single night in suspense, anxiously waiting for news of his daughter, his heart was brimming with sympathy for the poor

1. Why did Coachman Ali find no use for money?
2. Can money alone get what we need in life?

old man who had spent his nights

**Glossary**  
guineas- old British Coins  
mused - thought



Speed Post started in August 1986 provides time-bound and express delivery of letters. It ushered in a new era when "One India One Rate" scheme was launched @ INR 25 for all destinations across India.

in the same suspense for the last five years. At the stroke of five he heard a soft knock on the door: he felt sure it was Ali. He rose quickly from his chair, his suffering father's heart recognizing another, and flung the door wide open.

"Come in, Brother Ali," he cried, handing the letter to the meek old man, bent double with age, who was standing outside. Ali was leaning on a stick, and the tears were wet on his face as they had been when the clerk left him. He lifted his eyes and in them was a light so unearthly that the postmaster shrank back in fear and astonishment.

Hearing the postmaster's voice, the clerk came out.

The postmaster did not answer. He just stood there staring at the door from which Ali had disappeared. At last he turned to Lakshmi Das. "I was speaking to Ali" he said

"Old Ali is dead, sir. But give me his letter."

"What! But when? Are you sure, Lakshmi Das?"

"Yes, that is so," broke in a postman who had just arrived. "Ali died three months ago."

Miriam's letter was still lying near the door, Ali's image was still before his eyes. He listened to Lakshmi Das' recital of the last interview, but he could still not doubt the reality of the knock on the door and tears in Ali's eyes. He was **perplexed**. Had he really seen Ali? Had his imagination deceived him? Or had it perhaps been Lakshmi Das?

The daily routine began. The clerk read out the addresses – Police Commissioner, Superintendent, Librarian – and flung the letters deftly.

1. What made the postmaster understand the feelings of Ali?
2. Comment on the behaviour of Lakshmi Das.
3. What caused the change of attitude of the Postmaster towards Ali?

*Adapted from "Miriam's Letter" by Dhumketu*

### **Glossary**

perplexed - puzzled greatly



**About the Author:**

Dhumketu (1892-1965) is the pen name of Gowrishankar Govardhandas Joshi, a prolific writer, who is considered one of the pioneers of the Gujarati short story. He published twenty four collections of short stories, thirty two novels, plays and travelogues. His style is very poetic and romantic in depicting powerful human emotions.

"Miriam's Letter" was translated by Mira Naik. It was first published in Contemporary Indian Short Stories Series I by Sahitya Academy in 1959

Complete the table by explaining the following phrases/sentences in your own words:

Phrase/ Sentence	Meaning
With a serenity born of hope and faith he waited	
When the evening of his life was drawing in, he left his old ways and suddenly took a new turn	
The whole universe is built up through love and that the grief of separation is inescapable.	
The haughty temper of the official had quite left him in his sorrow and anxiety and had laid bare his human heart.	

**Answer the following questions in about 100 words each:**

1. What impressions do you form of the Postmaster after reading the story?
2. Coachman Ali and the Postmaster have undergone similar experiences. Compare their feelings as a father.
3. As the Postmaster sat waiting for his daughter's letter, he wrote his diary. Imagine yourself as the Postmaster and write a diary entry in about 150 words outlining your feelings of anxiety and expectation.

**VOCABULARY**

A) Match the meaning of the following Idioms and Phrases and use them in sentences of your own.



### Idioms

- 1) on account of
- 2) to bear with
- 3) in the midst of
- 4) to be accustomed to
- 5) to take a new turn
- 6) bereft of

### Meanings

- to begin a new course
- deprived of
- to put up with
- owing to
- to get used to
- in the middle of

**B) Choose the most accurate of the four given words which equates with that of the highlighted word/phrase:**

1. The clerk had **acquired** great speed in reading out the titles.  
a. required b. evolved c. obtained d. earned
2. The old man had been **accustomed** to sit on the bench for five long years.  
a. ingrained b. trained c. habituated d. fixed
3. The Postmaster **stared** at the letter for a moment.  
a. gazed b. glared c. tore d. peeped
4. The Postmaster spent one night **anxiously** waiting for the news.  
a. eagerly b. happily c. calmly d. usefully
5. The hunter's **instinct** was still there in Ali.  
a. behaviour b. aptitude c. wit d. intuition

**C) Choose the most accurate of the four given words opposite to the highlighted word/phrase:**

1. The workmen went to work **early** in the morning  
a. later b. last c. latter d. late
2. The inhabitants were in a **profound** sleep.  
a. superficial b. external c. shallow d. insincere
3. The old man rose **quickly** from his seat.  
a. hurriedly b. rapidly c. fast d. slowly
4. Ali went in **quietly** and sat on the verandah.  
a. excitedly b. noisily c. actively d. alertly
5. Ali waited in the post office with a **serenity** born of hope and faith  
a. uneasiness b. anxiety c. alarm d. discontent

**D) Look up a dictionary and find out the meaning for the following words**  
a. caressing b. squat c. composed d. partridges e. exhausted

**E) Enrich your vocabulary**

**ANTIGRAMS-** Transposed letters in a word or words that produce a reversal of meaning is called an Antigram. It is also called antonym anagram. It is like 'Satan' in the antigram of 'Santa'

funeral - real fun.    festival - evil fast.    infection - fine tonic  
enormity - more tiny    semolina - is no meal

## Reading Skill



Here is a letter from a parent to a teacher requesting the teacher to teach his son how to imbibe good qualities. Do you know who the parent was? It was none other than Abraham Lincoln, The President of the USA. This letter shows his concern for his son. The letter reads thus:

Teach him that for every enemy there is a friend.

Teach him to learn, to lose and also enjoy winning.

Steer him away from envy.

Teach him the secret of quiet laughter.

Teach him the wonder of books; but also give him quiet time to ponder over the eternal mystery of birds in sky, beats in the sun and flowers on a green hill side

Teach him to have faith in his own ideas, even if everyone tells him they are wrong.

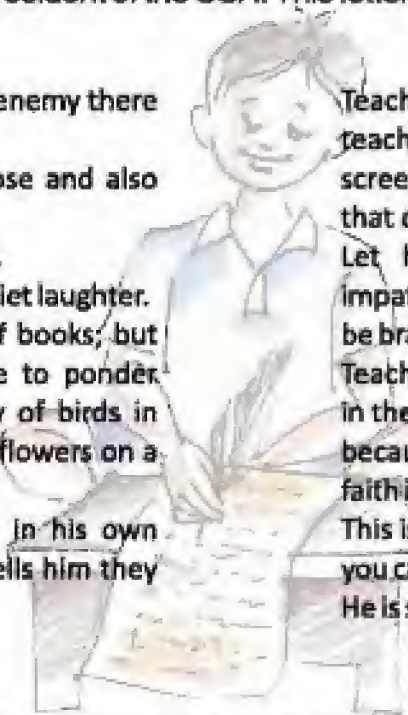
Teach him to listen to all men but teach him to filter all he hears on his screen of truth, and take only good that comes through.

Let him have the courage to be impatient, let him have the patience to be brave.

Teach him always to have sublime faith in the Creator and faith in himself too, because only then he will always have faith in man.

This is a tall order but please see what you can do.

He is such a fine little fellow, my son.



Abraham Lincoln

Understand what Abraham Lincoln would have meant while writing such a meaningful letter to his son's teacher.

A) Pick out sentences and phrases from the passage which mean the same as the following

- Lead him away from jealousy \_\_\_\_\_
- Give him time to think about and enjoy the secrets of nature \_\_\_\_\_
- Teach him to sift the truth from lies \_\_\_\_\_
- Teach him to have self-confidence \_\_\_\_\_

B) Fill in the blanks in the table given below with the correct word-class:

Noun	Verb
_____	enjoy
thought	_____
_____	fail
knowledge	_____

Noun	Adjective
_____	wonderful
honour	_____
truth	_____
_____	brave



## Grammar



### Transformation of Sentences

#### Simple, Compound and Complex

Here are a few jumbled sentences. Match the two parts to form meaningful sentences:

remained indoors on a hot day  
He asked me  
The students  
to sit close to him  
The boy  
went down in the west  
The sun  
sat under a tree

Yes! You have picked the meaningful sentences. Let us look at this sentence

e.g The boy sat under a tree.

Which is the verb in the sentence? sat

Is there any other verb in this sentence?.... No. There is no other verb. So this sentence has *Only one verb*. Such a sentence which has only one finite verb is called a SIMPLE SENTENCE.

Now let us understand what a finite verb is  
Look at this example

✍ I go. He/ She/ It goes. We go.

In the given example the verb "go" has changed according to the tense of the verb and number and person of the subject.

A finite verb shows tense, person and number of the subject

In spite of/ despite, being, on account of, having, besides and the like- these are phrases used in simple sentences.

Let us go back to the first sentence. The boy sat under a tree. Even if we add many words and extend the sentence like

*A boy wearing a blue cap and dirty clothes, sat under a tree, not noticing the children around him or the goats grazing in the field.*

The sentence is long. Still it has only one finite verb- sat. Other verbs like "wearing, noticing and grazing" do not indicate tense, person or number. So they are Non-Finite verbs.

### Compound Sentence

Now let us consider this sentence

*The boy took the bag and sat under a tree*

In this sentence there are two finite verbs *took* and *went*

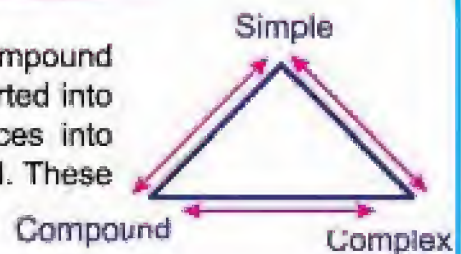
This sentence can also be written as

1. The boy took the bag
2. He sat under the tree.

Both the sentences convey complete meaning. So they are called independent clauses. They are also called Principal Clauses. The two sentences are combined using "and". The meaning has not changed even after synthesis.

To transform a sentence is to change it from one grammatical structure to another without altering the meaning of the sentence. Such a process is called transformation of sentences.

A simple sentence can be converted into a compound sentence and a compound sentence can be converted into simple sentence. To combine two simple sentences into compound sentences certain conjunctions are used. These conjunctions are called co-ordinating conjunctions.



Conjunctions - and, but, still, yet, nevertheless, whereas, only, therefore



 The following examples will help us understand the conversion.

On seeing my friend, I greeted him (Simple)  
I saw my friend and I greeted him. (Compound)

 We have converted “seeing” (present participle) into “saw” (past tense)


In spite of being old, he walks quickly. (Simple)  
He is old but he walks quickly (compound)

 The word “being” is converted to “be” verb - is

In the event of practising well, you will win the match (simple)  
You practice well and then you will win the match (Compound)

 We have changed “practising” to “practise” (verb)

The ceiling is too high for me to touch (simple)  
The ceiling is very high and I cannot touch it (compound)

 We have removed “too... to” and conjunction “and” is added

Having boiled the water, he put some tea in it (simple)  
He boiled water and then put some tea in it. ( compound)

 We have removed “having” and “and” is added.

Besides beating the boy, the policeman booked a case. (simple)  
The policeman not only beat the boy but also booked a case (compound)

 We have removed “besides” and used “not only ....but also”

**Activity 1 -** Identify the following type of sentences

1. The villagers moved out of their village.
2. The sky was darker and the cold was more intense.
3. He sat down under a tree and wept bitterly.
4. In spite of being hot we managed to work.
5. No one had any sympathy for him but all were curious about his absence.
6. Miriam married and left her father.

**Activity 2 -** Convert the following simple sentences into compound.

1. Seeing the earth brown partridge, Ali shot at the birds.
2. In spite of his disappointment, Ali went to the Post office daily.

3. Forgetting his sport, he admired the green fields.
4. Ali emptied an old tin box, taking out five guineas from it.
5. The climate was too cold for Ali to bear.

**Activity 3** - Convert the following Compound sentences into Simple sentences.

1. He was worried all night and got up at three.
2. Ali committed many sins but he repented for them.
3. Ali didn't get any letter nevertheless he didn't lose hope.
4. The old man went in quickly and squatted on the verandah.
5. Ali got up and saluted the postmaster.

### Conditional Clause

Some of the complex sentences will have a conditional clause. The subordinate clause having the subordinate conjunctions such as 'if', 'unless' are termed as conditional clauses or 'If' clauses. The term condition is applied to clauses in which one situation is dependent on the other situation.

There are three types of 'If' clauses:-

#### a) Type I – Open condition

This condition shows the cause and effect of actions. The condition may or may not be fulfilled but there is a possibility.

e.g. If you come late, you will be punished

If the conditional clause is in the present tense the main clause will be in future tense. Modals like "shall, may, might and can" are also used.

e.g. 1. If you practise regularly, your handwriting will improve

2. If you use less fuel, you can minimize global warming.

#### b) Type II – Improbable condition/imaginary condition

Here the conditions are unreal or imaginary.

e.g. 1. If I were a butterfly, I would fly happily

2. If I had ten hands, I would perform ten activities at a time.

#### c) Type III – Impossible/unfulfilled condition.

Here we talk about the condition that was not fulfilled or satisfied in the past.

e.g. 1. If we had practised well, we would have won the match (it means we did not practice well and so we lost the match)

e.g. 2. If the driver had driven carefully, he would have avoided the accident

If the conditional clause is in past perfect, the main clause will be in future perfect.

"Unless" conditional clause.

This type is similar to 'IF' clause Type I – open condition. But the main clause will have

a negative word like 'not' and 'never'

e.g. 1. Unless we practise well, we cannot win the match.

2. Unless it rains heavily, we cannot solve the water problem.



### Activity

Combine the following sentences using 'if' or 'unless':

1. Take this medicine regularly. You will recover soon.
2. I am not king. I cannot live in a palace.
3. Hari entered the exam hall late. He could not finish his exam in time.
4. Take vegetables raw. You will remain healthy.
5. Read news papers daily. You will develop your knowledge.



### Listening Skill

Listen to following information regarding the postal system that existed in ancient India. After listening to the passage fill in the blanks

*(The teacher will read the passage twice. You close your books)*

In ancient times Kings, Emperors, rulers, Zamindars or the feudal lords protected their land through the intelligence service of specially trained police or military agencies and courier services to convey and obtain information through runners, messengers, and even through pigeons. The chief of the secret service, known as the post master, maintained the lines of communication. The people used to send letters to their distant relatives through their friends or neighbours. For centuries it was rare for messages to be carried by any means other than by a relay of runners on foot.

1. In ancient times, \_\_\_\_\_ emperors, rulers, zamindars or \_\_\_\_\_ protected their land through the \_\_\_\_\_ of specially trained \_\_\_\_\_ or military agencies and \_\_\_\_\_ to convey and obtain \_\_\_\_\_ through runners \_\_\_\_\_ and \_\_\_\_\_. The chief of secret service known as the \_\_\_\_\_ maintained the lines of \_\_\_\_\_. For centuries it was rare \_\_\_\_\_ for \_\_\_\_\_ to be carried by any means other than \_\_\_\_\_ of runners on \_\_\_\_\_.

2. List out the verbs in the given passage.

### Speaking skill



#### Activity 1

Speak for a minute about your relationship with your parents/ your closeness with your brothers and sisters as an adolescent child?

#### Activity 2

Imagine, you are planning to shift your residence. Speak about the role you would play in the process of shifting- packing the fragile things like TV, computer, crockery, refrigerator, your clothes and kitchenware.

## Writing Skill



### Writing an e-mail:

- ✍ e-mail (Electronic Mail) has replaced the conventional letter as a means of communication.
- ✍ e-mail is precise and short. It saves time for the writer and the receiver .
- ✍ Messages are transmitted instantly.
- ✍ While writing an e-mail, we use short forms, symbols and abbreviations that are recognizable.

Compose an e-mail to your friend. You are attending an interview at Coimbatore on July 15<sup>th</sup>, 2010 for admission in an engineering college. Instruct your friend to pick you up from the Railway station on 13<sup>th</sup> July at 6 a.m.

### A sample e-Mail



From : bbbbbb@mail.com

To : aaaaaa@mail.com

Subject: Interview for College Admission

Dear Sarathy,

I am attending an interview for admission on 15<sup>th</sup> July.

Reaching CBE station on 13<sup>th</sup> at 6 a.m.

Pick me up from the railway station.

With love,

Raghu



### Activity 1

Create an e-mail id of your own

### Activity 2

#### Letter Writing

Imagine that you are a student volunteer. You visit an old age home and find that an old lady wants to write a letter to her son who is a soldier in Kashmir. Help her write a letter expressing her longing to hear from her son. Write in the traditional way of writing letters.



## Language Function



### Activity 1

#### Project:

Interview a postman who has been working for many years in a village. Your questions may be related to the following:

- ✍ his feeling of joy and sorrow while delivering letters
- ✍ happiness seen on the faces of old people on receiving pension/ Money Orders
- ✍ how he has become a member of the family

Come back to your school and write a paragraph on your experience using the tips given below:

- ✍ A paragraph is one whole
- ✍ Write coherently, interestingly and imaginatively
- ✍ Use connectives to achieve coherence ( words like firstly, secondly, however can be used as connectives)
- ✍ Develop the central idea given to you
- ✍ Use variety to add beauty to your writing and avoid repetition

### Activity 2

#### Write a paragraph in about 100 words:

1. Strike the iron when it is hot.
2. Too many cooks spoil the broth

### Activity 3

Every year the Postal Department conducts a philately competition at Chennai. Write an advertisement for the competition giving the details about the day, date, venue and the prizes to be won.

## Life Skills

### Activity 1:

Find out equivalent words in your mother tongue for the following words:  
Speed Post, Money Order, Telegram, Stamp, PIN Code & Philately, message, communication, Quick Mail Service, Registered post, e-mail, mobile phone, internet, web, technology

### Activity 2:

Let us learn to fill a Railway reservation form, a ticket cancellation form, a bank deposit form and withdrawal form with the assistance of the teacher.

## \* A Sonnet for My Incomparable Mother

**About the Poem:** Mother is the dearest one on earth. Her unfathomable love is inexplicable. In this modern poem, the poet portrays the hardships a mother undergoes in bringing up her children. In the story "Miriam's Letter" we understand filial love and in the following poem, the poet portrays the daughter's affection and admiration for her mother. The poem shows that women are very affectionate and caring.

**About the Poet:** F Joanna (1932-) is a professional writer. She has written civil service tests materials for government agencies, a newspaper column, a national newsletter, public relations and marketing materials, Web site content, award-winning children's stories, and more. Currently, she writes greeting card poems for her Website, [poemsource.com](http://poemsource.com).



I often contemplate my childhood, Mom.  
I am a mother now, and so I know  
Hard work is mixed together with the fun;  
You learned that when you raised me long ago.  
I think of all the things you gave to me:  
Sacrifice, devotion, love and tears,  
Your heart, your mind, your energy and soul—  
All these you spent on me throughout the years.  
You loved me with a never-failing love  
You gave me strength and sweet security,  
And then you did the hardest thing of all:  
You let me separate and set me free.  
Every day, I try my best to be  
A mother like the mom you were to me.

*By F. Joanna*



1. What qualities has the daughter imbibed from her mother?
2. "You let me separate and let me free" - what is the meaning of the line?
3. Pick out the pairs of rhyming words from the poem.
4. What does the poet want to emphasize in the last two lines?

### Glossary

**contemplate** - think about

**devotion** - great love and

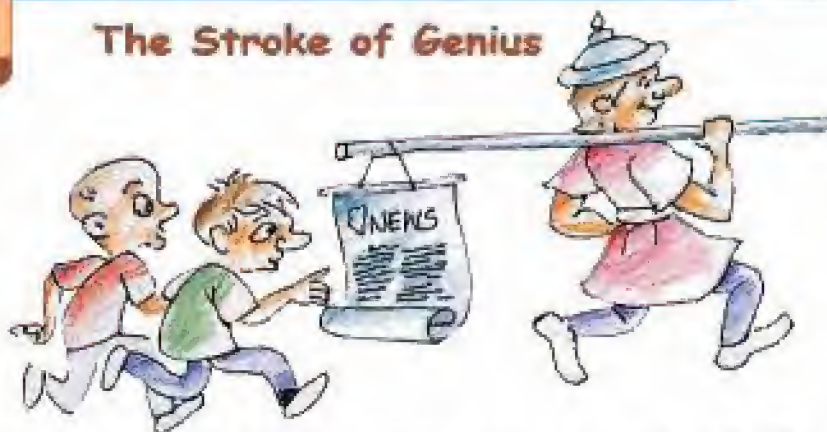
**loyalty**

**sonnet** - a fourteen line poem with a fixed rhyme scheme.

**Activity:** Affix a photograph of your mother in your note book and write a few lines about her.



## The Stroke of Genius



Imagine how messages would have been sent in days when facilities like e-mail or SMS or telephone were not available. Men ran from one place to another carrying the messages. Letters were tied to the pigeon's legs and were trained to reach the destination and deliver the letters. Let's imagine a situation like that when Akbar had to announce to his empire about the birth of his son! He was confused as to how to solve the problem. He approached Birbal and asked for the solution. What do you think would have been the solution given by Birbal to him?

The Emperor Akbar was long due for a male issue. There was no heir to ascend the throne after him. He was so worried who would rule the empire after him. He married many princesses to beget a male issue! But alas! All his hopes ended in vain.

At last he married Jodha, a Rajput Princess of Ameer. His dream of begetting a male child was about to be fulfilled! Jodha Akbar was pregnant and the happiness of the emperor knew no bounds! The palace was decorated with all festoons and there was celebration everywhere. He distributed clothes and gold coins generously to people to celebrate the arrival of the heir-apparent. But unfortunately he had to visit a place a 150 miles away from the palace for administrative reasons! His wife was about to deliver a baby that day!

What would he do! How could he get the long awaited news of the birth of a child? Would it be a male child or a female child? There were no cell phones! No land lines! No telegrams, nor e-mails to convey the good news to him immediately. Akbar approached Birbal who was the minister of the Mughal court for his timely counselling! After some thought, Birbal asked the Shahenshah to post one hundred and fifty soldiers from the palace till the place where Akbar had to stay. Each soldier was given a drum and was asked to stand at a distance of one kilometer. The soldiers were instructed to beat once if it were a male child and twice to indicate that it was a female child! All were eagerly waiting to hear the drum beat! The air was thick with anxiety and expectation.





The idea of the drum beat was a **STROKE OF GENIUS**. So on the appointed day 150 soldiers were posted with a drum at a distance of one km. The Emperor grew more anxious to hear the news-the drum beat! At last he heard a single drum beat! The moment the first soldier beat the drum the entire place was resounding with the noise. This reached the next post, the next post..... and finally to the place where Akbar was waiting! The emperor was overwhelmed with joy! He rushed back to the palace to see the new born babe and his favorite queen! The wisdom of Birbal worked! The message reached Akbar so fast that he galloped on his horse to the palace. Birbal who was not only Akbar's minister and jester, wished him well always! That's how Birbal stole Akbar's heart

and his good will. Only geniuses could do it! The wit and wisdom of Birbal had endeared him not only to Akbar but also to a vast majority of the subjects of the Mughal empire. The stories of Akbar and Birbal have been handed down from generation to generation making him without doubt one of the best loved figures in the folklore of India.

#### **Do you know?**

Akbar could not read and write but he loved books and built a magnificent library with 24000 manuscripts. He also had his autobiography written. Akbar's library gives a clear picture of the life that existed those days.

#### **Activity 1**

Imagine yourself as Birbal and narrate the story in first person.

#### **Activity 2**

What Birbal was to Akbar, Tenali Raman was to Krishna Deva Raya. Read more stories of Tenali Raman and shared them with your classmates.

#### **Activity 3**

Develop the following hints into a story:

Emperor Akbar-had no heir to the throne- worried- married many princesses- at last married Jodha, a Rajput Princess- Jodha became pregnant- Akbar very happy – but – had to go one hundred and fifty miles away- administrative purpose- Akbar approached Birbal- counseling- Birbal instructed one hundred and fifty soldiers- to stand- with a drum- one beat for a male baby- two beats for a female baby- Akbar heard one beat- overwhelmed with joy- rushed back- saw his new born baby and his affectionate queen- Birbal, the most favourite character- in the Indian folklore



## When catastrophe strikes....

### Warming up

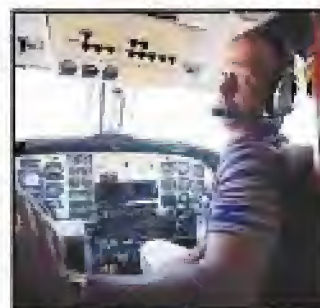
- ❑ Do you know who invented the aeroplane?
- ❑ Have you ever flown in a plane?
- ❑ Have you ever come across any daring adventure in your life?
- ❑ What would you do if there is an emergency situation when you are in a plane? Here is a real life incident that happened at 12000 feet. It throws light on the courage and conviction shown by Mr. White



If ever there was a pilot who made his passengers feel they were in good hands, it was Joe Cabuk. Around 1:30 p.m. last Easter Sunday, Cabuk was at the controls of a six-seater Beech craft King Air 200. Keeping him company in the copilot's seat was the plane's owner, a **lanky** construction entrepreneur named Doug White. White's wife, Terri, and their two teenage daughters **snuggled** under blankets in the passenger area, hoping to read and nap during the three-hour flight home.

"Going to get a little **bumpy** as we climb through this cloud layer," Cabuk warned. He began a routine call to air traffic controllers in Miami using the plane's FAA identification number, N559DW: "Miami Center, King Air Five-Five-Niner-Delta-Whiskey ..." But suddenly his voice **trailed off**, and his chin fell to his chest.

White tapped him on the shoulder and called his name. Raising his head, Cabuk gave a long moan. Then his eyes rolled back in their sockets, and he was still. White turned around and shouted to his wife, "Come up here, Terri. We've got a problem." When she saw Cabuk **slumped** in his seat, she grabbed his arm and tried shaking him awake. "Leave him alone," White said after several seconds, **grasping** the terrible truth. "He's dead."



In the cabin, 18-year-old Maggie, and her sister, Bailey, 16, a high school **sophomore**, began to tremble. The plane was a mile above the earth, ascending at a rate of 2,000 feet per minute. And no one on board knew how to get it safely to the ground.

1. What happened to Cabuk?
2. Is White able to revive Cabuk?
3. Who was Bailey?

### Glossary

- lanky**: tall and thin  
**snuggled**: pressed close to someone  
**bumpy**: causing jolts and irregular movements  
**trail off**: hang loosely  
**slump**: fall heavily or suddenly  
**grasping**: understand  
**sophomore**: second year university student in US



The plane was currently flying on autopilot, a device White had never used. It was set to 10,000 feet, but because Cabuk hadn't had a chance to push all the necessary buttons, the aircraft kept climbing after reaching that altitude. White knew enough to worry that if the plane rose much beyond 35,000 feet, it would stall in the thin air and go into a spin. A more urgent fear that Cabuk might slump onto the controls. "Get him out of here!" White screamed at Terri. She hollered for Maggie, but there wasn't room in the cramped cockpit for both of them to get a handhold. Terri struggled to lift Cabuk's body herself, then gave up and tightened his flight harness to keep him in place. "You all go back there and pray hard," White told her.

Terri kissed him on the cheek, telling him, "You can do this." Then she returned to the cabin and wrapped her arms around the girls. After comforting Maggie—who, overcome with terror and nausea, threw up in an air-sickness bag—Terri did as her husband had requested. She'd survived a bout of cancer four years earlier. If it's my time to die, Lord, she thought, it's my time.

White got on the radio. "Miami," he said, "I've got to declare an emergency. My pilot's unconscious. I need help up here. Low-time, single-engine. I need a King Air pilot to talk to."

"I'm here," Henkels replied, fighting his own fear. "Don't worry. I'm trying to find a solution." Just then, a supervisor arrived with Lisa Grimm, who knelt next to Henkels and plugged her headset into his radar panel. Grimm, 31, had flown Learjets and worked as a flight instructor before becoming a controller; though she'd flown a King Air only once for two hours, she was able to tell White how to disengage the autopilot. The plane had reached 17,500 feet before he could switch it off.

"We're going to start a slow, shallow descent," Grimm said in a soothing tone. "Pull back slowly on the throttle and ease the yoke over gently."

The task of easing the yoke proved quite challenging. Even under normal conditions, changing a King Air's direction manually was a tough task. At the Miami centre, Grimm continued advising White. "I want to get you down to 11,000," she said. He tried to keep his descent gradual, but his speed and angle **fluctuated** wildly.

1. How did Terri motivate White?
2. At what altitude was the plane flying?
3. Who was the lifeline for the Whites?



#### **Glossary**

**harness** : A support consisting of an arrangement of straps for holding your body  
**descent** : A movement downward  
**yoke** : clamp between two things used to steer a plane  
**fluctuated** : move in a wavelike pattern



As White's craft reached the proper cruising altitude, Grimm began thinking ahead to the landing. She knew it would be difficult and that making the attempt in Miami was not an option; FAA regulations require a distressed plane to be guided to the closest airport. A supervisor had already contacted controllers at Southwest Florida International Airport in Fort Myers.

"You're going to be talking to Fort Myers approach in just a minute," Grimm said. "They're going to get you down safe." She told White to turn left, over the Gulf of Mexico, beginning a circular manoeuvre that would set him on the proper course "You're doing well," said Grimm. Then she told him how to switch the radio to Fort Myers's frequency. White hated to cut off contact with Grimm; her calm voice had become his lifeline. She promised to stand by in case he wanted to talk to her again.

Norton radioed to White: "We're getting some help from another pilot who's familiar with the aeroplane. Are you using the autopilot or hand-flying the plane?"

"Me and the good Lord are hand-flying this plane," White replied, relieved at the promise of additional backup. In the cabin behind him, Terri and the girls were still huddled, holding hands.

When the King Air was down to 2,000 feet, White spied a gray stripe in the distance. "I think I see the runway at twelve o'clock," he said. The plane was 15 miles from the airport, lined up for the final approach. Sorenson sent word that White should slow the plane to 160 knots, then drop the landing gear and flaps. "When I touch down—if I touch down—do I just kill the throttle?" asked White. "That's correct," Norton said. "Kill the throttle and maximum braking."



The altimeter read 1,800 feet, then 1,000, then 500. An armada of ambulances and fire trucks was lined up along the landing strip. Terri and the girls prayed harder. "It looks good from here," Norton told White. "The runway is all yours."

In Miami, a supervisor called out to Lisa Grimm: "He's down!" "What does that mean?" she yelled. "The plane is down safely or on fire?"

1. Where was Fort Myers?
2. What should White do when he touch the plane?
3. Was the plane down safely?

#### Glossary

manoeuvre : skilful movement of a vehicle  
huddled: curl one's body in a small place  
knots: a unit of length used in navigation  
kill the throttle: reduce the speed  
altimeter: instrument indicating the height reached



In Fort Myers, Favio rushed out of the building to see what had happened. The King Air was sitting on the runway, **gleaming** in the Florida sun after a perfect landing. Inside the tower and the Miami control centre, the cheers and backslaps had already begun.

"My dad is my hero," says Bailey White

After White received instructions from a ground controller on how to shut off his engines, he and his family **staggered** from the plane. **Paramedics**, meanwhile, carried Joe Cabuk from the cockpit and tried to revive him, but they were unsuccessful. The **autopsy** later determined he had died of a heart attack.

#### Glossary

**gleaming** : shine brightly

**staggered** : walk unsteadily

**paramedics** : a person trained to assist medical professionals

**autopsy** : an examination and dissection of a dead body to determine cause of death

**Answer the following questions in about 100 words each:**

1. If you had been in White's place, how would you have handled the situation?
2. Explain in a few sentences the courage and determination showed by Mr. White?
3. Mr. White believed in himself that he could land the plane. What is your view?
4. "My Dad is my hero," says Bailey White. Justify her comment.

#### VOCABULARY

**Synonyms** (choose the appropriate meaning)

After several seconds White **grasped** the terrible truth.

- a. comprehended      b. understood      c. inferred      d. read

The planes angle and speed **fluctuated** widely.

- a. oscillated      b. waved      c. moved      d. fell

Terri and the girls were still **huddled**, holding hands.

- a. curled      b. swooned      c. closed      d. fainted

Pull back slowly on the **throttle** and ease the yoke over gently .

- a. confine      b. restrain      c. accelerator      d. limit

She had **survived** a bout of cancer four years earlier.

- a. succumbed      b. outlived      c. supported      d. resisted

**Antonyms** (choose a word appropriate opposites)

White was a **lanky** construction entrepreneur.

- a. thin      b. fat      c. bold      d. courage

White turned around and **shouted** to his wife.

- a. loud      b. high      c. whisper      d. harsh

Lisa has to **engage** the Whites till she gets some help.

- a. absorb      b. engross      c. enlist      d. disengage

We are going to start a slow, shallow **descent**.

- a. decline      b. ascent      c. fall      d. steady

Grimm's **calm** voice had become his lifeline.

- a. agitate      b. composure      c. cool      d. quiet



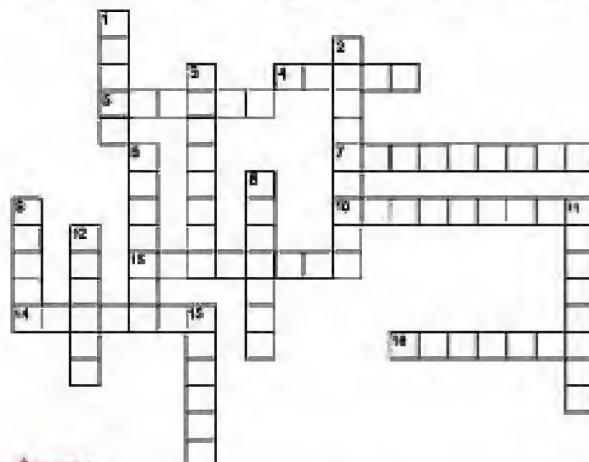
Let's know the part of an aircraft.



Cross word Puzzle :

The Puzzle in which words corresponding to number clues are to be found and written in the squares in the puzzle

Complete the crossword choosing the appropriate words given in the box:



AEROPLANE  
WINGS  
PROPELLOR  
COCKPIT  
TAILFIN  
RUDDER  
ELEVATOR  
AERIAL  
WHEEL  
ENGINE  
SPINNER  
AILERONS  
FLAPS  
FUSELAGE  
TAILPLANE  
COWLING

Across

4. Used to increase lift or slow the plane for landing
5. Turns the propellor
7. Generates the thrust to move the plane forward
10. Proper word for a plane with wings
13. Main part of the plane that carries people
16. Where the crew work when on board

Down

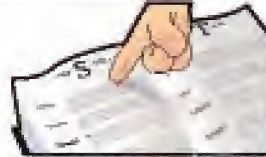
1. This rolls along the ground
2. This is the horizontal stabilizer at the back
3. These control the roll of the aeroplane
6. This keeps the plane stable
8. This covers the engine
9. These provide the lift force when the plane is moving
11. This helps to steer the plane up and down
12. Radio signals reach or leave through this
15. This points the plane nose left or right

### Phrasal Verb

A **phrasal verb** is a combination of a verb and a preposition, a verb and an adverb, or a verb with both an adverb and a preposition, any of which are part of the syntax of the sentence, and so are a complete semantic unit

Pick out an appropriate phrasal verb for each of the following picture.

switch off, fill in (a form), look up (a word), grow up (in Nagercoil)



## Reading skill

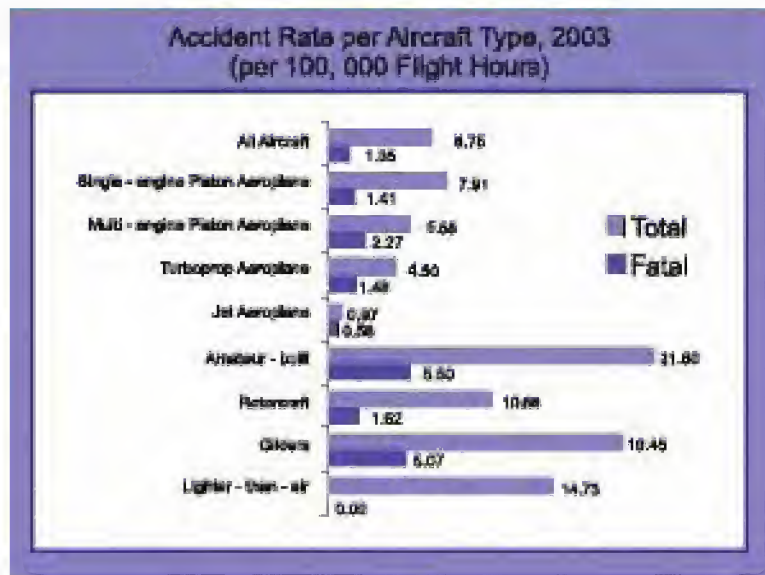
### I. Black box



Black Box or Flight data recorders are actually painted a bright red or orange for easier location after a crash. The FDR is encased in heavy steel and surrounded by multiple layers of insulation to provide protection against a crash, fire, and extreme climatic conditions. The device records actual flight conditions, including altitude, airspeed, heading, vertical acceleration and aircraft pitch. A second device, the cockpit voice recorder (CVR), keeps tabs on cockpit conversations and engine noise. Both are installed in the rear of the aircraft.

1. What is the passage about?
2. What is the use of Black Box ?
3. What is the colour of the Black Box?
4. Where do you find the Black Box in a plane?
5. Gather additional information about the Black Box.

### II. This is a data about accidents that happen with different types of aircraft Accidents by Type of Aircraft





1. What does this data stand for?
2. How many types of aircraft are shown in the diagram?
3. Which type of aircraft has the highest rate of fatal accidents?
4. Mr.White was flying a plane. Which plane was he flying?
5. What is the accident rate for turboprop aeroplane?

## Grammar



Let's revise the compound sentences we have learnt in the earlier unit.

- ✍ Cabuk's voice trailed off **and** his chin fell to his chest.
  - ✍ Terri grabbed his arm **and** tried shaking him awake.
  - ✍ She returned to the cabin **and** wrapped her arms around the girls.
- Compound sentences are made up of more than one independent clause joint together with the co-ordinating conjunction.

## Coordinating Conjunctions

The most common co-ordinating conjunctions are **for, and, nor, but, or, yet, so**. Some people remember these with the acronym **FANBOYS**. They glue together sentence elements that are equal.

Look at these examples from the prose passage:  
They are complex sentences

- ✍ If the plane rose beyond 35,000 feet, it would stall.
- ✍ The plane had reached 17,500 feet before he could switch it off.

A complex sentence has one independent clause and one or more dependent clauses or sub-ordinating clauses.

## Subordinating Conjunctions

These conjunctions join subordinate clauses to independent clauses. A subordinate clause is a clause that cannot stand on its own. (Remember that a clause is a group of words with a subject and a verb.) It is always introduced by a subordinating conjunction.

Examples:

..... <b>unless</b>	you are allergic
..... <b>whenever</b>	I see your cat
..... <b>since</b>	you are coming

These are not complete sentences. They all have subjects (*you, I, you*) and verbs (*are, see, are coming*), but since they cannot stand alone, they are subordinate clauses. An independent clause is also a group of words with a subject and a verb. But, unlike a subordinate clause, an independent clause can stand on its own and give complete meaning.

Independent Clause Examples:

I will bring my cat.  
I sneeze.

I won't bring my cat.

These are all complete sentences. They all have subjects (*I*), verbs (*will bring, sneeze, won't bring*), and they can stand alone.

Subordinating conjunctions join subordinate clauses with independent clauses:

Examples: I will bring my cat **unless** you are allergic.  
**Whenever** I see your cat, I sneeze.  
**Since** you are coming, I won't bring my cat.

Identify the following sentences as compound or complex and mark the sentence.

1. As the horizon vanished into the blur of blue, he could not stay oriented.  
compound/ complex
2. Fazio sat beside him and pulled out his cell phone.  
compound/ complex
3. White asked for control settings that would get him to the proper speed.  
compound/ complex
4. The plane landed at the runway and Mr.White and his family got down from the plane  
compound/ complex
5. Ryan wrote a poem after he had finished a cricket game.  
compound/ complex

### Transformation of sentences:

Here are a few examples of how simple sentences are transformed into complex and compound sentences.

1. a) **Inspite of / Despite** her poverty Anuja stood first in the examination.  
(simple)  
b) **Although / Eventhough / Though** Anuja was poor she stood first in the examination. (complex)  
c) Anuja was poor **yet / but / still** she stood first in the examination. (compound)
2. a) **On hearing** the good news Agnel felt happy. (Simple)  
b. **When** Agnel heard the good news he felt happy. (Complex)  
c. Agnel heard the good news **and** he felt happy. (Compound)



3. a) **In the event of** running first you will win the race. (simple)  
 b) **If** you run fast you will win the race. (complex)  
 c) **Unless** you run fast you will not win the race. (complex)  
 d) Run fast **or** you will not win the race (compound)
4. a) **On account of / Because of / Due to / Owing to / As a result of** bad weather the match was postponed. (simple)  
 b) **As / Since / Because** the weather was bad the match was postponed. (complex)  
 c) The weather was bad **and so** the match was postponed. (compound)
5. a) **Being** busy, Jeba could not attend the wedding. (simple)  
 b) **As / Since / Because** Jeba was busy she could not attend the wedding. (complex)  
 c) Jeba was busy **and so** she could not attend the wedding.
6. a) The coffee is **too** hot **to** drink (simple)  
 b) The coffee is **so** hot **that** I can not drink. (complex)  
 c) The coffee is **very** hot and so I **can not** drink it. (compound)

The following column will help you to understand and transform the sentences.

S.No.	Simple	Complex	Compound
1.	In spite of + verb + ing Despite + noun	Through / Although Eventhough	but / yet still
2.	In the event of In case of On + Verb + ing	If ..... can / will / could / would Unless .... cannot When / As soon as	or... not and and / at once
3.	Being	As / Since / Because	and so
4.	As a result of On account of / Because of Due to / Owing to	Since / As / Because	and / and so / therefore
5.	too.... to	so.. that... can/could not	very... and so
6.	In order... to	so that	and so
7.	Besides... + v + ing	not only... but also	and / as well as
8.	Without .... + v + ing	after	must..... otherwise

### Activity

1. The box is too heavy to carry. (change into complex sentence)
2. Eventhough he is poor he donates generously. (change into compound sentence)
3. Rahul did not know German, so he was disqualified. (change into complex sentence)
4. Owing to his illness Rajan did not appear for the examination. (change into compound sentence)
5. As soon as I heard the good news I congratulated her. (change into simple sentence)

### Relative Pronouns

Read the following sentences and understand how the relative pronouns are used.

1. Do not put off till tomorrow **what** you can do today.
2. The present moment is a gift **that** has been bestowed upon you.
3. This is the planet **which** belongs to you.
4. Those **who** utilise their time wisely will succeed in life.
5. Most of the friends **whom** Geetha had invited, came for her wedding.
6. Chandra **whose** house I live in, is a good friend of mine.

Read the following sentences and fill in the blanks with the appropriate relative pronouns. (who, whose, whom, that, which, where, what)

1. We met the lady \_\_\_\_\_ child won the chess championship.
2. Time \_\_\_\_\_ is lost is lost forever.
3. Where is the book \_\_\_\_\_ I gave you?
4. We are all leaves of a majestic tree \_\_\_\_\_ trunk cannot be shaken off its roots.
5. Children \_\_\_\_\_ are hard working by nature will come out with flying colours.
6. The lady \_\_\_\_\_ car was stolen is my relative.
7. We love those \_\_\_\_\_ are kind to others.
8. All should remember the martyrs \_\_\_\_\_ lives are sacrificed.
9. Listed to \_\_\_\_\_ I say.
10. Robbin is the famous player \_\_\_\_\_ my son likes very much.

### Listening skill



#### Announcement at an Airport

- ..... Indian Airlines IC-830 is now ready for boarding at Gate 11.
- ..... Please have your ID cards and boarding passes ready.
- ..... Ladies and gentlemen, welcome aboard Indian Airlines Flight IC- 830 to Delhi via Goa. We'll be a little late for taking off because of bad weather in Goa. Please keep your seatbelts fastened. We stop briefly in Goa before arriving in Delhi.



**Choose the correct answer:**

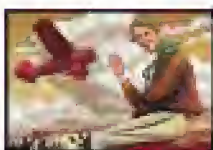
1. The passengers should proceed to gate \_\_\_\_\_ to board IC-830.  
a. 5    b. 7    c. 11    d. 9
2. The flight is delayed due to \_\_\_\_\_.  
a. bad weather    b. technical snag    c. air traffic    d. security reasons
3. IC-830 flight goes to Delhi via \_\_\_\_\_.  
a. Mumbai    b. Goa    c. Calcutta    d. Chennai
4. Passengers should be ready with \_\_\_\_\_ to board the flight.  
a. kids    b. hand luggage    c. boarding pass    d. perfumes
5. The passengers have to fasten \_\_\_\_\_.  
a. ties    b. shoe laces    c. scarfs    d. seat belts

**Announcement at the railway station.**

..... *Your kind attention please!*

..... *Train number 2635, Kanyakumari Express from Chennai Egmore to Kanyakumari will leave shortly from platform number 5. Please keep your belongings safely and have a happy journey.*

**Speaking Skill**



*Aviation legend Amelia Earhart is one of the most famous women in the world. She had set many flight records, including becoming the first woman to fly solo across both the Atlantic Ocean and the Pacific Ocean*

*Sarla Thakral was the first woman in India to fly a plane. She was hardly 21 when she conquered the sky. The year 1936 when flying was like a dream, flying an aeroplane was like a miracle. This dashing young woman made every Indian proud*



1. Discuss in a group the daring courage and determination shown by these women?
2. What similarities do you find between Mr. White and these women?

**Study the way people ask for information on the telephone and practise it with your pair.**

Receptionist : Good morning, Indian Airlines. May I help you?

Caller : Good morning. Could you please tell me the flights to Delhi?

Receptionist : There are two flights daily. One leaves at 8.30 a.m. and the other is in the evening at 7 o'clock.

Caller : Thank You very much!

Receptionist : You are welcome.

## Writing Skill

### Study the notice



### English Literary Association

#### Elocution competition

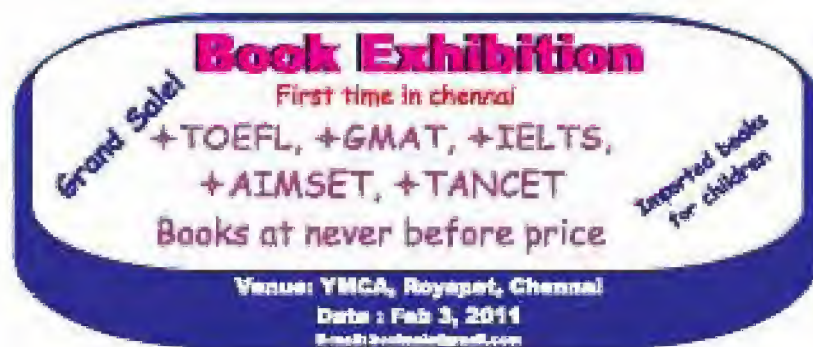
We are organising an elocution competition for the students of 6, 7, and 8 on 18 January 2012 at 4.30 p.m. in the school auditorium. The last date for registration is the 10th of January. Interested students may give their names to the class teacher

You are the secretary of Adventure Club in your school. Write a notice to inform students about a trek the club is organising near Kodaikanal.

### Remember to mention the following details:

- ✍ Name of the organising body ✍ When and where ✍ For how long
- ✍ Last date for registration ✍ Cost per person ✍ Whom to contact

### Look at the following advertisement related to a Book Exhibition



A good advertisement should have;

- a catchy phrase / slogan
- an appropriate logo
- clarity and brevity
- an attractive background
- address, e-mail id and contact number

### Project Work

Prepare a picture album on adventure sports in India and display it in your class.

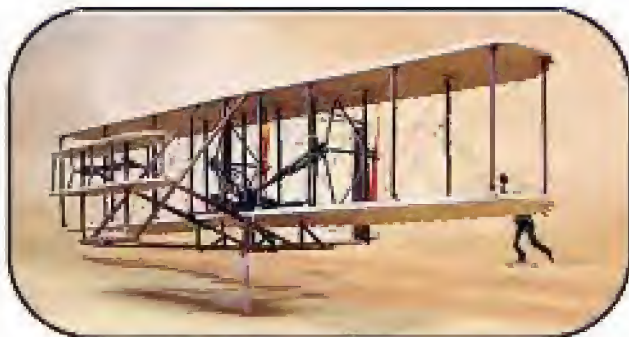


## The Flying Wonder

**Stephen Vincent Benét** (July 22, 1898 – March 13, 1943) was an American author, poet, short story writer, and novelist. Benét is best known for his book-length narrative poem of the American Civil War, *John Brown's Body* (1928), for which he won a Pulitzer Prize in 1929.



Said Orville Wright to Wilbur Wright,  
 "These birds are very trying.  
 I'm sick of hearing them cheep-cheep  
 About the fun of flying.  
 A bird has feathers, it is true.  
 That much I freely grant.  
 But must that stop us, W?"  
 Said Wilbur Wright, "It shan't."  
 And so they built a glider, first,  
 And then they built another.  
 —There never were two brothers more  
 Devoted to each other.  
 They ran a dusty little shop  
 For bicycle-repairing,  
 And bought each other soda-pop  
 And praised each other's daring.  
 They glided here, they glided there,  
 They sometimes skinned their noses.  
 —For learning how to rule the air  
 Was not a bed of roses—  
 But each would murmur, afterward,  
 While patching up his bro.  
 "Are we discouraged, W?"  
 "Of course we are not, O!"  
 And finally, at Kitty Hawk  
 In Nineteen-Three (let's cheer it!),  
 The first real aeroplane really flew  
 With Orville there to steer it!  
 —And kingdoms may forget their kings  
 And dogs forget their bites,  
 But not till Man forgets his wings  
 Will men forget the Wrights.



- Stephen Vincent Benet

### Answer the following questions

1. What was the aspiration of Wright brothers?
2. Were they successful in realizing their cherished dream?
3. When did the first plane take off?
4. What kind of relationship the brothers share between themselves?
5. What do you think about their achievement?
6. What is the meaning of the phrase "skinned their noses"?

### Pick out the words in alliteration in the given lines

*About the fun of flying.*

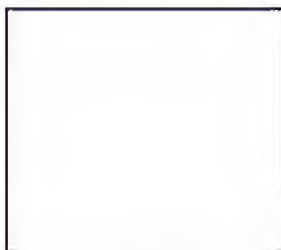
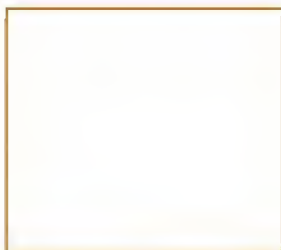
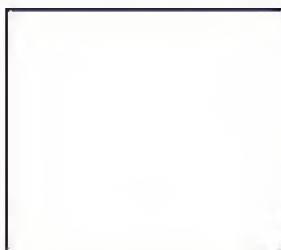
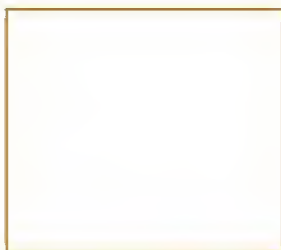
*-And kingdoms may forget their kings*

### Answer the following questions in about 100 words each

1. Identify the qualities of the Wright brothers, their abilities and talents.
2. Critically appreciate the poem 'The Flying Wonder'

### Project

Collect pictures of different aeroplanes and paste them in the given space below.





## The Thief

Yarmuk couldn't believe his ears.

"You must be joking," he said. "You mean to say that there is actually a planet where there is no crime and hence it has no policemen."

Malkin nodded. "I heard about it from an extremely reliable source. Of course, the location of the planet is a secret and its co-ordinates are known only to a handful of people – all of them sworn to secrecy.

Yarmuk, one of the top thieves of the solar system decided that it would not be wise to show too much interest. Though Malkin was an old friend whom he was meeting after many years, Yarmuk never trusted anybody, on principle. He deftly steered the conversation into other channels and, after more than half-an-hour of making small talk, left.



A few days later Yarmuk bumped into Malkin 'accidentally' and invited his friend for a meal. Over drinks in his bachelor apartment, Yarmuk harped on the sad state of their crime-ridden society and how nice it would be if every planet in the Universe could be like Planet X – the crime-free globe. While doing so, he quietly mixed a tranquillizer in Malkin's second drink. When the latter lost conscious control over himself due to its effect, Yarmuk asked for and obtained the address of the man who knew the co-ordinates of Planet X. Malkin regained his senses with absolutely no recollection of what had taken place, finished his drinks and dinner and went home with fond memories of an old friendship renewed.

The next night, Yarmuk drove over to the address he had got from Malkin. Private residences were never a problem for a thief of his calibre. Using a gas-gun to sedate the occupants of the house, he used a hallucinogen to get the information he wanted from the head of the household and returned to his apartment in an excited and expectant frame of mind. He looked forward to stealing on a royal scale.

The next item on his list was the procurement of a suitable spacecraft. He therefore visited some dealers and picked up their catalogues. Pouring over these, Yarmuk gradually formulated the characteristics of the ship he had in mind. What he wanted was a single or two-seater model, capable of travelling long distances. Finally he decided that a Mini Inter-Galactic ship, Model 31 (MIG-31) would be ideal for his purpose. It was the type used by rich tourists.

Yarmuk went back to one of the dealers, pretended he had yet to make up his mind and purchased a few operating manuals, the MIG-31's among them. He spent several hours going through the manual in detail, till he was confident that the new knowledge, superimposed on his existing vast piloting experience, was more than sufficient to allow him to handle a MIG-31 with ease.

For the next few days Yarmuk roamed the local space-port, looking over new arrivals. On his third day there, he saw what he wanted – an almost brand-new MIG-31, brought in by a well-dressed young couple who were obviously on their honeymoon. He trailed them to their hotel and noted the number of the suite given to them. Going back to his apartment he picked up his essential requirements then went back and checked in at the same hotel.



Late that night, after making sure that the corridor was clear, he broke into the couple's suite. The pair of them, tired after their day's exertions no doubt, were fast asleep, but Yarmuk was taking no chances. He gassed both of them, then quickly and expertly went through their belongings. He took the space-port parking-lot pass, the electronic card which opened their spaceship's airlock and controlled its engines, and the hyper-wave radio key. He did not touch their money or other belongings. Locking the suite behind him, he went to his room, picked up his luggage and checked out, explaining to the surprised clerk that he had just received a video-text message that his wife was seriously ill.

Taking a hell-taxi to the space-port, he had no trouble in entering the parking area or the ship, thanks to the pass and card he had stolen. Using his 'wife's illness' as an excuse again, he obtained almost immediate permission to blast off. So far his luck had held out but now, without warning, it changed. As he gained the stratosphere, a wandering patrol-boat challenged him. He identified his ship successfully but fumbled when asked for the pilot's personal particulars. He was ordered to return to the space-port for investigation.

Yarmuk smiled grimly. He had not come so far to give up that easily. He acknowledged the order and pretended to comply with it, turning his ship around. The overdrive motor, which he had switched on the moment he was challenged, had warmed up by then, so punching in the required co-ordinates, he activated the jump switch. The shift into hyperspace so near a planetary mass, caused him to black out temporarily and gave the ship an awful jerk, as he knew it would, but that was a risk he had to take. Regaining consciousness a few minutes later, he found himself in deep space and chortled gleefully "Planet X, here I come – whether you like it or not."



With his heart singing, he headed for a king's ransom. Planet X lay at the edge of the Galaxy, a remote corner with thinly scattered stars, almost devoid of inhabited worlds. Probably that was the reason. Yarmuk thought that it had not 'developed' sufficiently for crime to take root. Landing unchallenged at the Planetary Capital's space-port, he parked, paid the surprisingly low entry fees and caught a taxi to a nearby hotel. Finding the rates extremely cheap by Central Galaxy standards, he booked himself into a luxury suite. 'Might as well be comfortable and enjoy myself,' he thought.

Over the next couple of days, as Yarmuk reconnoitred the Capital City, he grew more and more surprised. He found that the citizens of Planet X were an extremely disciplined and honest lot—in fact, he had never encountered any other race like theirs. Not only did they have no policemen but they also appeared to have no guards or watchmen anywhere. To cap it all, most of their stores and shops did not have any assistants in them either. People walked in; picked up the items they wanted, punched out the required code on the unattended cashier's computer, put in their credit card so that their account could be debited and walked out. Yarmuk thought that an alarm would be raised or a barrier would come up at the exit if somebody did not follow the procedure but when he picked up a pair of socks and pretended to absent-mindedly forget to punch the computer while walking out, nothing happened.

Yarmuk was delighted, but at the same time there was a nagging doubt at the back of his mind. Something was wrong somewhere, he thought. It was really surprising to find that there were no local telephones, anywhere in the Capital City of Planet X. When he asked how they communicated internally on the planet, he received vague and unsatisfactory replies.

However, putting aside all apprehensions, Yarmuk laid his plans. He had located three posh jewellery shops in the Main Market, all of which were generally devoid of customers during the lunch hour. None of them had any attendant or assistant either. He would walk into one the next afternoon, fill a suitcase with the choicest pieces, come back to his hotel, check out and be gone from the planet before anyone realised what had happened. It was as simple as that.

Making his way to the market, he entered the largest of the jewellery shops. Its only occupant was a lone customer, an elderly lady. So Yarmuk browsed around, mentally selecting the most valuable pieces and waited till the lady left. He then rapidly filled his suitcase with the items he had chosen, discarding the presentation cases so that more jewellery could be fitted in. Within ten minutes his suitcase was full and he estimated that it was now worth 50 million credits at the very least—enough for several lifetimes of luxurious living. Satisfied, he crossed the suitcase, locked it and sauntered casually out.

He took a taxi to his hotel and , arriving there, asked the driver to wait while he collected his luggage prior to proceeding to the space-port.

Yarmuk smiled to himself as he entered the lobby. It had been too easy – almost like taking candy from a child. Suddenly, however, two grey-clad men came out from behind a pillar. One of them held a steadily-pointed sten-gun while the other snapped handcuffs on to Yarmuk before the latter could realise what was happening. The second man then flashed an ID-Card in front of Yarmuk's startled eyes.

"We are from the National Guard," he intoned in a heavy, official voice. " You are under arrest, sir."

"What....whatever for?" Yarmuk could only stammer. It was all too sudden for him. He was almost in a state of shock.

"For theft, stealing and grand larceny. You can count on spending at least 10 years in our Aliens' jail."

"How.... How did you find out?" Yarmuk was flabbergasted.

The guardsman told him and now everything was clear to Yarmuk. He cursed himself for the fool he had been as he was led away. No wonder Planet X had no policemen, Guards, Shop assistants, red-lights or telephones. It did not need them with the type of population it had for Planet X was a world of telepathists, mind-readers and clairvoyants.

### Answer the following questions

1. What was unique about Planet X?
2. What was the plan of Yarmuk?
3. Planet X was a world of mysteries. Elucidate?

### Choose the correct answer

1. Yarmuk was a -----  
a) astronaut b) scientist c) thief d) police
2. The spacecraft that Yarmuk used was-----  
a) MIG-15 b) MIG-31 c) MIG-30 d) F16
3. The citizens of Planet X were extremely-----  
a) disciplined b) notorious c) cunning d) brave
4. Yarmuk's fiend design was to loo a -----  
a) bank b) super market c) house d) jewellery shop
5. Planet X was a world of -----  
a) telepathists and mind- readers b) thieves c) supernatural beings d) demons



**Rewrite the jumbled sentences in a meaningful cogent order.**

1. He stole a spacecraft.
2. Yarmuk was a thief.
3. Planet X was a world of telepathists and mind-readers.
4. Yarmuk stole jewels from a jewellery shop.
5. Yarmuk was flabbergasted.

**Read the following passage and answer the questions that follow.**

Late that night, after making sure that the corridor was clear, he broke into the couple's suite. The pair of them, tired after their day's exertions no doubt, were fast asleep, but Yarmuk was taking no chances. He gassed both of them, then quickly and expertly went through their belongings. He took the space-port parking-lot pass, the electronic card which opened their spaceship's airlock and controlled its engines, and the hyper-wave radio key. He did not touch their money or other belongings. Locking the suite behind him, he went to his room, picked up his luggage and checked out, explaining to the surprised clerk that he had just received a video-text message that his wife was seriously ill. Taking a heli-taxi to the space-port, he had no trouble in entering the parking area or the ship, thanks to the pass and card he had stolen. Using his 'wife's illness' as an excuse again, he obtained almost immediate permission to blast off.

**Questions.**

1. When did Yarmuk break into the couple's suite?
  2. Why were the couple fast asleep?
  3. What were the things Yarmuk stole from the couple?
  4. What excuse was used by Yarmuk to obtain permission?
  5. How did Yarmuk enter the parking area?
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## Acknowledgements

✱ [www.freeshortstories.com](http://www.freeshortstories.com), [www.motivationalstories.com](http://www.motivationalstories.com)

✱ **Source:**

*The women of Chipko staying alive : Women ecology and development by Vandana Shiva, Published by Zed Book 1988 - ISBN 0862328233 p.67. Khejarli Massacre in 1730 - Business Standard, Anand Sankar, New Delhi Mar - 9, 2008.*

✱ *The Girl Star - a UNICEF project*

✱ *An extract from the interview “working woman - Sunita Williams” conducted by Naikasha Ahmed - published on oct 1, 2004 and posted in “Career Tags”*

✱ *Source: An extract from the book, “The War years Volume III”, Sangamon Edition by Carl Sandburg, copyright 1939/ Harcourt Inc. This particular episode on Abraham Lincoln is titled – ‘The Legacy you leave is the one you live.’*

✱ *Dr. Ashokan and Dr. Pushpanjanli - parents of Hithendran for an interview on organ donation*

✱ *An adaptation from “Mariam's Letter” by Dhumketu*

✱ *An adaption from Readers Digest - special edition, oct 2009, for When catastrophe strikes....*

✱ *Our very special thanks to Thiru T. Jaganathan, Director - Uniform System of School Education his invaluable suggestions.*

